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Literary Work for Pupils.

By FLORANCE A. BURLINGAME.

The problem of bringing the school into full co-operation with the child's home and social life becomes, with each year of our progressively complex civilization, a more pressing and vital problem. And while we naturally look to the school itself for the final solution, it is well to also take account of any movement originating outside of the school which looks toward the same end.

The Journal Junior is a Saturday evening supplement to the Minneapolis *Journal* and is the outgrowth of a long series of experiments, begun as far back as 1894, having for their purpose the cultivation of public spirit among the children of Minneapolis on the one hand, and on the other the development of ability to write clear, vigorous, natural English. Several plans were tried and given up before the present one was hit upon; but when at last the right chord was struck the work grew so rapidly that it soon became necessary to enlarge the space allowed it, to put it in charge of a special editor and finally, in January, '97, to open the columns to the children of the Northwest at large.

"The Journal Junior."

In its present form the *Junior* is a miniature eight-page newspaper, containing each week a cartoon by "Bart," an illustrated poem, an editorial column, a puzzle department and various odd bits of general information interesting to children. The greater part of the space, however, is devoted to papers written by the children upon selected topics, and to stories and sketches written not for the children only but *by* them.

The topics are carefully selected on the basis of personal interest and connection with the child's real life. They may include narratives of events witnessed, or of things funny or serious which have happened in the child's own experience; descriptions of scenes and buildings in the vicinity; decisions as to what should be done in a given dilemma and why; reasons for preference in studies, in books, in historical and literary characters, in pets, in playmates, in occupations, in fact almost anything the child knows about and cares for. Each child having read the topic with its few words of explanation, writes his own paper independently, telling whatever the topic has suggested to him in his own way, following the few simple rules laid down by the editor to insure neatness and convenience. During the school year this is usually done in the school and as part of the regular work. The teacher examines and corrects the papers, marking errors in spelling and grammar, and hands them back to be recopied if necessary; those which are finally handed in are expected to be free from gross errors in these respects as well as neat, and conforming to rules. These are forwarded in the "school bundle" with the teacher's endorsement, but any child who wishes may do the work outside and send it in himself. Tendency to slang, loose expressions, and disagreeable personalities are persistently discouraged. The day and even the hour before which papers must be in is rigidly fixed. Honesty, punctuality, and orderliness are all the requirements necessary to insure a paper receiving impartial consideration. The only offense seriously punished is attempted plagiarism. A violation of other requirements simply throws out the one paper, but a case of intentional copy-

ing places the offender at once on the "black list" and insures that no paper will be considered from him again, at least for that year.

Prize Papers.

Upon reaching the office the papers are divided into four sets, as follows: Minneapolis papers of the fifth and sixth grades, Minneapolis papers of the seventh grade and upward, Northwest papers of the fifth and sixth grades, Northwest papers of the seventh grade and upwards. The best paper in each set is selected to head the column as a "prize-winner," while the next best receives an "honorable mention." The young prize winner selects his prize from a list of pictures, which includes platinotype, brown-tint, and colored reproductions of such pictures as Murillo's Madonna and Divine Shepherd, Millet's Gleaners and Angelus, Jules Breton's Song of the Lark, Hoffman's Boy Christ, and many others of equal rank. These are appropriately framed and glazed and sent direct from the art store to the principal of the school, to become the permanent possession of the room in which the prize was won. A card in one corner beneath the glass gives the name of the winner as donor, recording his victory, and he receives besides a "prize button" in blue and gold. Buttons of varying color and devices are awarded to every child whose paper is printed, the number running sometimes as high as a hundred a week. Perhaps the most highly valued of these souvenirs is the simple red "Junior" button which is merely a badge of enrollment in the ranks. "Honor" buttons mark very good work, or exceptional work, e. g., a story printed (for a story-teller's column is open to the young writers), or three papers printed during the year.

Vacation and Special Work.

The reactive effect of all this upon the school work is very marked. The teacher finds the topics such as bring out the child's best work in English composition, so that the writing is often made a regular lesson in place of other English exercises. As button after button is won and worn interest grows, enthusiasm begins to be shown, and especially after a prize is won a pride in the reputation of the school and a desire to uphold that reputation become very manifest. The children feel that they have won the prize, earned it fairly *by the work of the school*. So strong is this feeling of community that during the vacation months when the prizes are changed to personal ones, the request is often made that the "school prize" may be given instead. Of course during these months the influence of the teacher is withdrawn and the work is continued only by those who have caught the spirit of the work and form the Volunteer Corps. This makes possible the assignment of special work to selected individuals. During one vacation a patchwork story was written by twelve juniors, the first chapter being contributed by Frank R. Stockton and each child in turn reading the work of his predecessors before he wrote his own. Mr. Stockton wrote the closing chapter to rescue the plot from chaos and the characters from the predicaments into which they had fallen. A Travel Club the same summer depicted the adventures of a merry party in various sea parts of the world. This summer a series of short stories on the Colonial Period of American History was contributed by thirteen juniors while the Travel Club continued its work. The latest features added are the admission of Juniors to the edi-

torial columns and the reporting of events of public interest from the larger cities and towns. So that while the regular topic work of the school year may reach all children of the fifth grade or above, the special work of the story-teller, and the editorial and reportorial writers is giving an opportunity for the free play of literary or journalistic talent wherever found.

Developing Public Spirit.

This is not the only way in which the *Junior* aids the child to a realization of social spirit. It acts as a center of organization for the children upon every occasion where there is an opportunity for united action. A few years ago the old "Stevens House," the oldest dwelling in Minneapolis, was about to be pulled down. It was the center of a wealth of historic associations, but it must give way to the "march of progress." The public press and public opinion took up the matter, citizens subscribed a fund to purchase the house, the park board appropriated money for a foundation at Minnehaha park, but there was not a cent left to pay for the moving, while it became necessary to get the building on its lot by a certain day. At this point the city editor, Mr. Frisbie, under whom the Junior work had so far developed, devised a scheme by which it could be mounted on trucks and pulled there by hand if the hands were forthcoming. The school children were rallied to the rescue. On the morning of May 28, 1896, the children stood ready in orderly relays under charge of their teachers, the long cables were attached, and under the impulse of thousands of childish hands the old historic mansion was drawn five miles to its new site.

A year or so later the new court-house was finished, and the question of procuring a suitable flag was raised. A Junior boy was first to send in a contribution, and it was then taken up as a Junior scheme. This was during summer vacation, but twenty-one Juniors volunteered to solicit dimes and nickels toward the fund. In less than two months they had raised the hundred dollars necessary, a fine silk flag thirty by fifty feet was purchased, and on Sept. 10, 1898, the children again put their hands to the ropes and raised the great flag to the top of the court house tower.

The latest scheme for uniting the children in public-spirited effort includes the children of the whole North-west as well as those of Minneapolis.

This is the plan to buy a watch for Admiral Dewey. The suggestion came from a Junior boy in a personal letter to the editor. The plan is "a cent apiece for Dewey" and 50,000 children are to be represented in the result. The idea is not that Dewey needs the watch, but that the children do need the opportunity to express their appreciation of the man "who has taught them to know how real patriotism feels."

Every month sees some new development of the work. The present editor, Miss Anson, is giving her whole time and energy to it and every precaution is taken against anything which would tend to lower the standard. The little paper is bound to grow and to gain a wider influence. The good it does in the line of English,—confessedly the weakest point in our American schools with their many pupils of foreign birth—is of great value; the good it does by cultivating a kindly public spirit and a feeling of social unity is inestimable. On these lines the work is above criticism. So far as can be seen there is but one danger connected with the movement. There may be a question whether the personal character of the work and the ambition to excel may not lead to too rapid a development of self-consciousness in the child, producing a precocity of sentiment and an inability to forget self which may prove fatal to his best interests. The unconsciousness of childhood is not only its greatest charm, but the most necessary factor in self-development. The moment a child becomes sufficiently conscious of himself to pose for an audience, his development comes to a standstill. The greatest evil which his environment entails upon the modern child is this premature forcing into

blossom. But if the *Journal Junior* is open to this criticism it but shares the blame with a hundred other influences which surround the child, while in the unselfish public spirit which it aims to cultivate it provides the best possible antidote for the evil.

This is one Junior's report of work in a little village of less than a thousand inhabitants where the third season has just begun: Over fifty who have Junior buttons; over twenty Honor buttons; seven prizes; four school prizes; three personal prizes; six stories printed; over 150 papers printed.

One Junior has a record of over twenty papers printed, seven honors, and one prize. Her younger brother has a record of sixteen papers, five honors, and a prize. She is a valued member of the Volunteers, and was delegate from her local club to the general convention of *Journal Junior* clubs held at Minneapolis last winter. Perhaps it is not strange that she closes a letter with these words: "I do not believe there is a Junior who could express his opinion in words which would do justice to his pet. The *Journal Junior* is so new and unique and is so dear to all us Juniors that I shall have to wait for a new word to be coined to express my opinion of it."



Confessions of a School Trustee.

By "MASSACHUSETTS."

When the political party with which I had positively no affiliation offered me the nomination for school-committee from ward —, the surprise which I expressed was entirely sincere, and when prominent men of my own party urged me to take out independent nomination papers and run against their regular nominee the whole affair was still more surprising; but the mystery was soon explained—my party had allowed a very small caucus to nominate a man whom a majority of the residents of the ward considered entirely unfit to represent its interests on the school board—hence the lively skirmishing by the other party to get a candidate of such unpronounced political opinions that both parties could vote for him with a free conscience.

Naturally I was elected. When my term expired both parties renominated me and I am now serving my second term.

Ours is a city where the school committee traditions are good—able men, and even famous—men have served on the committee and given of their time ungrudgingly; as in so many other New England communities, the tendency to place professional men on the board is very marked—ministers, lawyers, and doctors, more especially physicians, are always found as members. Sometimes four doctors and two ministers hold six of the nine places. Occasionally a Roman Catholic priest is elected and serves a term most acceptably. When the residents of some particular ward feel that they have a grievance they usually rise in their might and elect either a business man or a politician who is willing to pledge himself to remedy the grievance.

Of course a board composed so largely of professional men who are usually university-bred stands a chance of being ultra-conservative, but, as a matter of fact, a board elected once long years ago brought about a great upheaval in matters educational and the reputation which the schools gained in that far away time has somehow acted upon each succeeding board in such manner as to give it a working majority of "advanced" members. So much for history.

No Political and Religious "Influence."

Now for politics. I have not missed a meeting since my election took effect, have been late but seldom, and left before adjournment, never, and I can truthfully aver that party politics have never entered as a factor into any of the business of the board to my knowledge. Never but once has even the word been mentioned. Upon that one memorable occasion a gentleman, representing another branch of the city government, addressed the committee

upon some matter of business which concerned both the school department and his own. In the course of his remarks he said, "I don't know what your politics are on this board," . . . when our chairman interrupted him, saying, "We have no politics, sir, we are here for business," and the incident ended.

What is true of politics is true of religious belief; in my time there has never been any disposition to divide along religious lines nor to attempt to favor candidates of any particular sect. Within the present generation there have been two or three religious squabbles—once an Episcopalian clergyman tried to secure Good Friday as a holiday, to the horror of the rest of the board; another time a Presbyterian minister raised the *No-Popery* standard with small success, and again a Roman Catholic member was accused of unduly favoring his co-religionists as candidates for janitorship—but in each case the other members of the board, regardless of church preferences, sat upon the offending member relentlessly, and the disagreements never attained even the dignity of guerrilla warfare, much less of religious war.

The Victor's Spoils.

Influence and patronage are supposed to be the crying evils of most school boards, but if those two insidious destroyers are secretly sapping our strength I don't know it.

Once a daughter of a member of the board had been appointed to a position in the schools, but she was by far the most eligible candidate who presented herself for the vacancy and so she really doesn't count. One member did try during his first year to "remember his friends" but tragic was his fate. It seems that he had a good many friends, at least eight, among the candidates for certain positions, and there were only three positions. As it happened all eight of the candidates were about equally eligible so the superintendent intimated to the friendly member that any three of the eight whom the member might choose to designate would be entirely acceptable to him—vastly glad of course, to shift the unenviable task of making the selection upon other shoulders. The member thought it over for a day and a night and made his choice. Result—the retaining of the friendship of three families who had always been his friends and the acquisition of five families of enemies with all their dependents, retainers, and following, in other words, a perfect hornet's nest. Net result, decided unpopularity. This is an entirely truthful statement of what happened to a well-meaning man who tried to put into practice the rule "To the victor belong the spoils." He hasn't tried it since.

If the foregoing has given an impression that our board is an ideal one in which any change would be a change for the worse such an impression is entirely wrong. It has grave faults, faults which will be discussed immediately, but it seemed only fair first to deny the existence of those crying evils which make the school boards of large cities such inefficient bodies.

Too Much Sub-Committee Work.

In the first place the interior organization of our board is all wrong according to present educational ideas. There is too much sub-committee work. The board consists of nine members and there are eighteen sub-committees each composed of three persons. The greater part of the work which these sub-committees are expected to perform belongs of right to the superintendent, and as a matter of fact he attends to it, but under existing conditions he is at any moment liable to well meant but ignorant interference from some member of a sub-committee who feels called upon to exercise his constitutional right of veto.

Take the matter of text-books, for instance; the superintendent decides that a certain book is a desirable one; he notifies the publishers of his approval and advises them to send copies to the text-book committee; that committee glances thru the book and perhaps it happens that some one sentence offends some pet prejudice of one member—Good-bye book! The one dissatisfied member

usually manages to talk over one more member and an adverse majority report is the result. This is all wrong. The superintendent is paid to be a competent judge of text-books; and while he remains in office it is absurd to hold him responsible for results while denying him the right to choose his tools.

How Studies are Suppressed.

Then, in the matter of studies. The superintendent, after mature deliberation, requests the permission of the board to add a new subject to the curriculum. He has visited many schools, he has discussed the matter in the superintendent's club, all the teachers are in favor of the new study. The superintendent presents his reasons for preferring his request and the matter is referred to the appropriate sub-committee. After some time, when the superintendent's arguments have pretty well faded from their minds, the members of that sub-committee get together and discuss the question from the standpoint of their own school-room experience of ten, twenty, or thirty years ago. They remember that they used to like this, and that they didn't like that, and they bear in mind the prejudices of the community at large, as expressed after the publication of the highest tax rate in the history of the city, the year before. The new study will mean new text-books, new text-books will mean a hundred dollars added to the budget, and perhaps a collision with the city council—and on the whole, "Your sub-committee deems it wise to report that the addition of such a study to the curriculum at this time is inexpedient." The report is accepted and adopted, and the superintendent must wait another year.

The "Reformer's" Entering Wedge.

These sub-committees give the reformers who are found on every board a chance to put in their most effective work. About every other election some member is added to the committee who feels that he has a mission in life and that mission—to "smash" the particular methods and customs in vogue in the city and "reform the system." Occasionally this reformer has advanced ideas and a definite model in mind, sometimes he has studied in France and has French ideas, or in Germany, and desires to adjust the schools of his native town to foreign standards; but more often he is an enthusiast on the subject of the New England civilization of fifty years ago. He argues that under the district school, untrained teachers, and a meager course of study, there grew up a generation of men, strong mentally, physically, and morally; while under the present educational regime the corruptions of the ring and the syndicate have been bred; and he draws the very natural conclusion that if the school could be made counterparts of the schools of fifty years ago the crying evils of our times would cease.

The chairman, unaware of such a member's theories, places him on a sub-committee instructed to report upon certain of the special studies. The reformer disbelieves in the special studies on principle, because his father never studied them; another member of the sub-committee disbelieves in them because they cost money and he was elected pledged to cut down the budget if possible, and between them (the third member being called away on business) they bring in a report to the effect that the special studies are absolutely valueless, a wicked waste of time in fact, and a recommendation that the position of special teachers shall be abolished. Before the night when the report is to be presented they manage to talk over two more members, one on the ground of economy and the other because he disapproves of the methods employed by one of the special teachers. At a meeting of the board from which two members are absent the report is accepted and adopted by a vote of four to three and—the course of study which the superintendent has been years in elaborating is thrown into hopeless confusion.

The Right and Righteous Way.

No one doubts the right of the reformer to hold opin-

ions at variance with those of the superintendent, but since he is not an educational expert and the superintendent is, or is supposed to be, the board should allow the superintendent abundant opportunity to defend his position, and such sudden onslaughts should be impossible. A member who has doubts as to the value of a study or a class of studies should ask the board to request the superintendent to prepare an extended report upon the subject, setting forth the opinions of leading educators, the experience of other cities and in general such information as would be valuable in aiding unprejudiced men in forming an opinion. The member could pursue a like course if he chose. Then, after the superintendent had presented his report the whole matter should be fully discussed by the entire board, prepared by this time to act intelligently; but the final vote should not be taken until time for mature deliberation has been allowed.

This sub-committee evil is a very serious one. It is an inheritance, and a very natural one, from the time when the school committee of a town or city organized the school-system and performed all supervisory duties.

This *confusion* so far, has been entirely impersonal, but a member of a school board does not serve three or four years without gaining experience which cannot express itself in a formulation of theories. Every "committee-man" is brought into contact with the teachers, pupils, and parents of at least one district, and it is this contact which produces whatever friction he encounters during his term of service, for he can usually manage to eliminate the ego from his dealings with the board and the superintendent if he is so minded.

I was appointed sub-committee of the school in the district where I had always lived, and consequently had many acquaintances among the teachers and parents. Different teachers came to me presenting their claims for an advance in salary; sometimes I knew the claims to be just and sometimes utterly without foundation, but I must confess that I lacked the moral courage to tell the truth to this latter class and invariably weakly compromised by saying that *all* the salaries were too low, and that I would talk with the superintendent and take his advice in the matter before bringing to the attention of the board. I never went so far as to tell a poor teacher that she deserved a higher salary, but I am afraid one or two may have gained the impression that I thought so. That was early in my term. Experience has taught me now to require that all such requests be put in writing and addressed to the board, either thru the superintendent or the sub-committee.

The question of discipline causes more or less trouble to a local committee-man and I have not been exempt from the usual lot. The first time it was a case where a parent claimed that improper and excessive corporal punishment had been administered. I told the parent that he should go to the superintendent; he said that he intended to, but that he could not see him until after school hours next morning, that his boy had not been absent for over a year, and that all he wanted was a note from me to the teacher asking her to refrain from whipping him for that day, and to send him home if he misbehaved again. To my everlasting regret I complied with his request. The note was a harmless one, merely stating the fact that the father intended to see the superintendent

and asking that the boy should be sent home if he misbehaved the next day; but it did a great deal of harm. Teacher and principal alike felt that their discipline was undermined, and the boy who had caused the trouble went about in the district boasting that he had obtained absolution for sin in advance, or as he put it, "The teacher dasn't lick me 'cause the committee won't let her."

That same week I had another case very much like the first, but in this instance I communicated directly with the teacher. Both parents threatened to bring their grievance into court, and fearing a scandal, I think that I was a little intimidated. The superintendent was somewhat exercised over the matter; the teacher's version of the punishment differed greatly from the parent's and, indeed, the story of my part in the affair was greatly exaggerated when it reached the superintendent. Singularly enough, those members of the board who knew anything about it (for it never reached a meeting) approved my course.

In the event of a similar occurrence I should insist upon immediate reference to the superintendent.

The one very definite opinion which my service on the board has caused me to form is that a superintendent of public schools must combine in one person the learning of an F. R. S., the policy of a Richelieu, and the disposition of an archangel, in order to be a success in his profession, and if he adds to these qualifications, the beauty of an Apollo and the wit of Ben Franklin, he may hope to be popular—for a little while.

THE GOVERNMENTS OF THE WORLD AND THEIR RULERS

COUNTRY	POPULATION	OFFICIAL HEAD	TITLE	CAPITALS	POPULATION
Abyssinia	4,500,000	Menelik II.	Emperor	Addis Abeba	100,000
Afghanistan	4,600,000	Abdur Rahman Khan	Ameer	Kabul	725,554 (97)
Argentine Republic	3,203,700	Don Julio A. Roca.	President	Buenos Aires.	1,364,548 (90)
Austria-Hungary	42,630,650	Francis Joseph.	Emperor	Budapest	491,938 (90)
Baluchistan	1,020,000	Mir Mahmud	Khan.	Khelat	
Belgium	6,093,798	Leopold II.	King	Brussels	194,505 (96)
Bolivia	1,434,800	Gen. Jose M. Pando.	President	Sucre	26,190 (96)
Brazil	14,600,000	Don Campos Salles.	President	Rio de Janeiro,	522,651 (95)
Bulgaria	3,154,375	Ferdinand.	Prince	Sofia	47,000 (93)
Chile	3,165,300	Don Fed. Errázuriz.	President	Santiago	256,403 (95)
Chinese Empire ⁽¹⁾	358,500,000	Kwangsi	Emperor	Pekin.	1,000,000
Colombia	3,321,052	Don Miguel A. Caro.	President	Bogota	120,000 (86)
Costa Rica	214,264	Don Rafael Iglesias.	President	San Jose.	19,325 (92)
Denmark	2,172,205	Christian IX.	King	Copenhagen	312,859 (90)
Ecuador	1,274,400	Don Eloy Alfaro.	President	Quito	80,000
Egypt (Proper)	6,816,000	Abbas Hilmi.	Khedive	Cairo	576,400 (97)
France	38,218,923	M. Emile Loubet.	President	Paris	2,536,834 (96)
German Empire ⁽²⁾	49,424,135	William II.	Emperor	Berlin	1,677,304 (95)
Gt. Britain & Ireland ⁽³⁾	37,888,153	Victoria	Queen	London	4,433,018 (96)
Australian Federation ⁽⁴⁾	3,073,000	Lord Curzon	—	Melbourne ⁵	447,505 (95)
British India	292,182,000	Arl Minto	Gov.-General	Calcutta	810,785 (91)
Dominion of Canada	4,830,366	Gen. George I.	Gov.-General	Ottawa	44,154 (91)
Greece	2,217,000	Don M. E. Cabrera.	King	Athens	111,486 (96)
Guatemala	1,460,000	Simon Sam	President	New Guatemala	71,527 (93)
Haiti	767,000	Don Terencio Sierra.	President	Port au Prince.	40,000
Honduras	331,917	Balmer H.	President	Tegucigalpa	18,000
Italy	41,158,418	Mutsuhito.	King	Rome	474,018 (96)
Japanese Empire	41,072,000	Li Hsi.	Emperor	Tokyo	1,268,090 (96)
Korea	10,510,000	W. D. Coleman.	President	Seoul	192,040 (90)
Liberia	1,060,000	Adolph of Nassau.	Grand Duke	Monrovia	5,000
Luxemburg	211,088	Don Porfirio Diaz.	President	Luxemburg	19,000
Mexico	21,395,712	Albert.	Prince	Mexico	339,935 (95)
Monaco	13,304	Nicholas I.	Prince	Monaco	3,492
Montenegro	200,000	Mulai-Abd-el-Aziz.	Sultan	Cetinje	2,920
Morocco	8,016,000	Carlos I.	President	Fez.	145,000
Netherlands	4,558,095	Wilhelmina.	Queen	Morocco	45,000
Nicaragua	312,845	Don Santos Zelaya.	President	The Hague	191,130 (96)
Oman	1,000,000	Faysal bin Turke.	Sultan	Managua	20,000
Orange Free State	208,000	M. T. Steyn.	President	Miskat	60,000
Paraguay	339,000	Don Emilio Aceval.	President	Bloemfontein	5,817 (92)
Persia	7,500,000	Mufazza-d-din.	Shah	Asuncion	45,000
Peru	2,980,000	Don E. Romana.	President	Teheran	230,000
Portugal	4,305,554	Charles I.	King	Lima	103,950 (91)
Roumania	5,000,000	Nicholas II.	King	Lisbon	301,200 (90)
Russia ⁽⁵⁾	129,239,000	Don Tomás Regalado.	Emperor	Bukharest	322,009 (94)
Salvador	663,613	Gen. Juan I. Jiminez.	President	St. Petersburg.	1,267,923 (97)
Santo Domingo	610,000	Alexander I.	President	San Salvador.	50,000 (97)
Servia	2,157,477	Chulalongkorn.	King	Santo Domingo	14,150 (92)
Siam	9,000,000	Maria Christina.	Queen	Belgrade	59,327 (97)
Spain	17,240,688	Oscar II.	King	Bangkok	200,000
Sweden and Norway	6,773,585	Edouard Müller.	President	Madrid	492,770 (90)
Switzerland	2,933,334	Paul Krüger.	President	Stockholm	279,080 (96)
So. African Republic	679,000	Abdul-Hamid II.	Sultan	Christiansburg	148,213 (91)
Turkey ⁽⁶⁾	21,232,147	William McKinley.	President	Bern	49,320 (97)
United States	70,895,486	Don Juan L. Cuestas.	President	Pretoria	14,000
Uruguay	711,700	Don Cipriano Castro.	President	Constantinople	87,565 (85)
Venezuela	2,238,900	President	President	Washington	230,392 (90)
		President	President	Montevideo.	175,000 (89)
		President	President	Caracas.	72,429 (91)

(1) Includes China Proper, Manchuria, Mongolia, Chinese Turkestan, and Tibet.

(2) Includes the confederation of German States and Principalities under the Constitution of the Empire, April 16, 1871.

(3) Includes England, Wales, Scotland, Isle of Man, and Channel Islands.

(4) The Federation of the British colonies of Australasia into a single autonomous government has been referred to the people of the several colonies and ratified by them. The proposed Federation now awaits ratification by the British Parliament before going into operation.

(5) The temporary capital of The Australian Federation, pending the location of a federal district and building of a capital city.

(6) Includes Italy Proper, Sicily, and Sardinia.

(7) Includes Russia in Europe and all the Russian Possessions in Asia.

(8) Includes Turkey in Europe and Turkey in Asia.

The statistics of population in the above table are taken from the *Natural Advanced Geography* which contains the latest geographical statistics and information, revised to date.

See note on page 11.

Heavens in January.

By MARY PROCTOR, New York.

During the month of January, the Great Bear is in the northeast, the pointers indicating the Pole star, which is midway between the northern horizon and the point overhead. The two stars known as the guardians of the pole, Beta and Gamma of the Little Bear, hang below the Pole star slightly towards the left. The Dragon forms a loop of stars below the Little Bear, and its head with the gleaming eyes marked by the stars Beta and Gamma, is midway between the northern and northwestern horizons.

The Lyre is setting in the northwest, its leading brilliant Vega twinkling with a bluish light. Almost due northwest is the Northern Cross or Cygnus, the cross being almost upright on the horizon. Following the direction of the cross and raising the eyes towards the point overhead is Cassiopeia, surrounded by her royal family, Cepheus, her husband, and Andromeda, her daughter. Almost exactly overhead is Perseus, the rescuer, with the variable star Algol, the glittering eye of Medusa. Pegasus, the Winged Horse, is approaching the western horizon, Alpha in the head of Andromeda marking a corner of the Square of Pegasus. Below Andromeda is Aries, one of the zodiacal signs, and in the southwest and below Aries is Cetus, the Whale, sent to devour Andromeda, according to the ancient legend. Midway between the eastern horizon and the point overhead are the constellations Auriga, the Charioteer, with its glowing Capella, Gemini, the Twins, a zodiacal constellation, and Canis Minor, the Little Dog, with its bright star Procyon.

Between the point overhead and the southwestern horizon are the constellations of Taurus, the Bull, a zodiacal constellation, Orion, the Heavenly Hunter, with his leading brilliants Betelgeux and Bellatrix adorning either shoulder, Rigel marking his left foot and three gems in his belt. Due southeast is Canis Major, the Great Dog, with Sirius, the brightest star in the northern skies. At the feet of Orion is Lepus, the Hare, and Eridanus which curves below the southern horizon. Leo, the Lion, is rising in the east and is a sign of the zodiac. Hercules and Bootes are on the northern horizon, Hercules being to the west of this point and Bootes to the east.

Positions of the Planets.

On the first of January, Mercury is in R. A. 17h. 15m., Decl. 21° 59', and occupies a position in Sagittarius, and by January 31 it will have advanced to Capricornus having an R. A. 20h. 29m., Decl. 21° 2'. It is in conjunction with Jupiter on the 7th, in the descending node (when it crosses the plane of the earth's orbit) on the 9th, in aphelion or at its greatest distance from the sun on the 19th, and in conjunction with the moon on the 30th.

On January 1 Venus has an R. A. 20h. 39m., Decl. 20° 9', and is in Capricornus, and on January 31 it has an R. A. 23h 3m., Decl. 7° 28', and is in Aquarius. Venus

sets on January 4, at 6:35 P.M. Venus reaches the greatest heliacal distance south on January 2, and is in conjunction with the moon on January 3.

On January 1 Mars has an R. A. 19h. 2m., Decl. 23° 36', and occupies a position in Sagittarius. On January 31 it has an R. A. 20h. 41m., Decl. 19° 23', and has advanced to Capricornus. Mars is in conjunction with the moon on January 1, in conjunction with the sun on January 16, and again with the moon on January 30. Mars sets on January 11 at 4:35 P.M. On January 1, Jupiter has an R. A. 15h. 37m., Decl. 19° 37', and is in the constellation Libra. On January 31 it has an R. A. 16h. 18m., Decl. 20° 36', and is in Scorpio. Jupiter rises on January 19 at 3:16 A.M. It is in conjunction with the moon on January 28.

Saturn has an R. A. 17h. 50m., Decl. 22° 25', on January 1, and is in the constellation Sagittarius. On January 31 it has an R. A. 18h. 4m., Decl. 22° 27', and remains in the same constellation. Saturn rises on January 26 at 4:49 A.M. It is in conjunction with the moon on January 26.

Uranus has an R. A. 16h. 34m., Decl. 21° 55', on January 1 and occupies a position in the constellation Scorpio, where it is still to be found on January 30, when it has an R. A. 16h. 34m., Decl. 21° 55'. Neptune has an R. A. 5h. 39m., Decl. +22° 3', on January 2, and is to be found between the constellations Taurus and Gemini.

The Moon.

New Moon. January 1, at 8:52 A.M. East.

First Quarter. January 8, at 0:40 A.M. West.

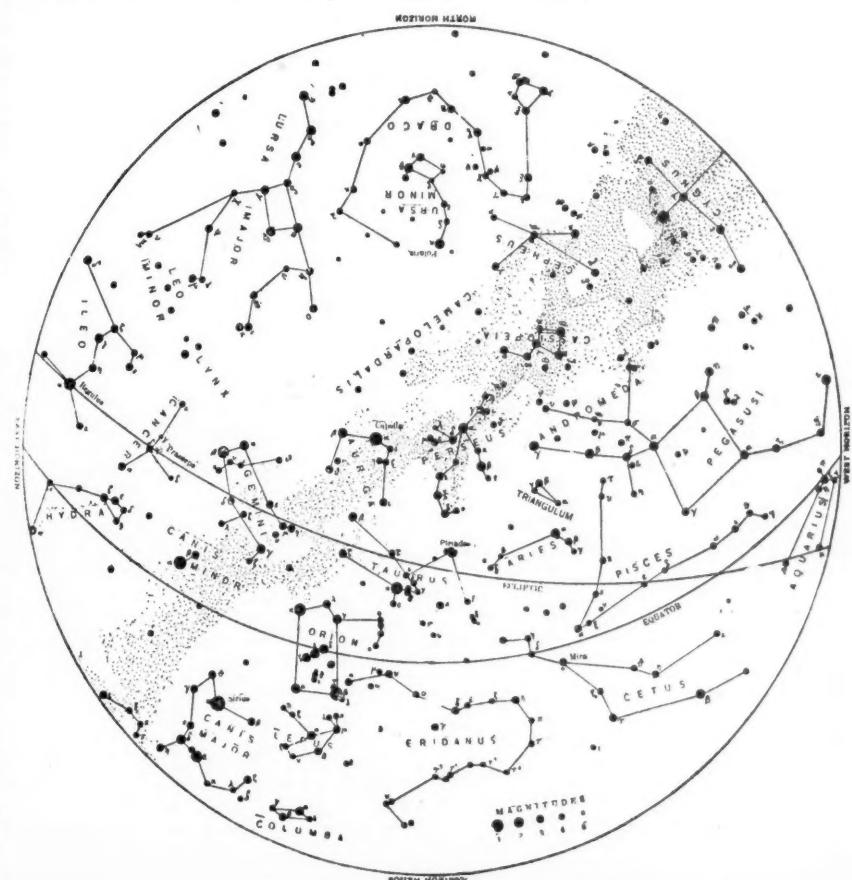
Full Moon. January 15, at 2:8 P.M. East.

Last Quarter. January 23, at 6:53 P.M. East.

New Moon. January 30, at 8:23 P.M. West.

The Sun.

On January 1, the Sun rises at 7:14 A.M., and sets at 4:23 P.M., and the days last 9h. 9m. On January 30, the Sun rises at 7:1 A.M., and sets at 4:56 P.M., and the days are 9h. 55m. in length.



The Heavens at 9 p.m., January 1, 1900.

EDUCATIONAL STATISTICS OF LEADING CITIES—1898-1899

Cities	Superintendents of Schools	Population Census 1890	Estimated Population 1899	School Enrollment	No. of School Teachers	School Expendi- tures
New York City, N. Y. Boroughs:	W. H. Maxwell,....	2,550,515	3,550,053	493,849	10,008	\$15,316,865
Manhattan & Bronx	John Jasper,....	1,532,216	2,117,106	53,586	9,666,942	
Brooklyn,....	Edward G. Ward,....	1,38,547	171,547	3,487	3,795,297	
Queens,....	Edward L. Stevens,....	128,059	174,139	27,022	1,054,311	
Richmond,....	Hubbard L. Yetman,....	51,093	67,260	2,521	221,941	
Chicago, Ill.,....	E. Benj. Andrews,....	1,099,350	1,060,000	24,837	55,727	
Philadelphia, Pa.,....	Edward Brooks,....	1,046,964	1,030,000	23,617	71,614	
St. Louis, Mo.,....	F. Louis Soltan,....	451,770	631,821	12,418	3,78,050	
Boston, Mass.,....	Edwin P. Seaver,....	448,477	525,987	12,814	3,24,628	
Baltimore, Md.,....	Henry A. Wise,....	434,437	600,000	10,038	1,341,513	
Cincinnati, Ohio,....	R. H. Webster,....	298,997	79,684	1,837	1,298,213	
Cleveland, Ohio,....	Richard G. Boone,....	266,995	435,000	8,130	1,064,030	
Buffalo, N. Y.,....	L. H. Jones,....	261,353	394,664	11,119	1,093,425	
New Orleans, La.,....	Henry P. Emerson,....	255,664	394,600	11,121	1,401,062	
Pittsburg, Pa.,....	Samuel Andrews,....	242,039	306,000	11,270	1,398,000	
Washington, D. C.,....	W. B. Powell,....	248,617	324,000	11,276	1,315,144	
Detroit, Mich.,....	W. C. Martindale,....	230,392	281,000	11,560	1,318,000	
Milwaukee, Wis.,....	H. O. R. Shierert,....	205,876	285,000	11,195	928,064	
St. Paul, Minn.,....	Charles B. Gilbert,....	204,468	285,000	11,010	1,066,685	
Kansas City, Mo.,....	Charles M. Jordan,....	181,830	270,000	11,711	1,119	
Providence, R. I.,....	Henry Snyder,....	163,003	200,000	11,219	1,401,062	
Jersey City, N. J.,....	E. H. Mark,....	161,129	198,000	11,270	1,398,000	
Louisville, Ky.,....	Carroll G. Pearce,....	149,129	195,000	11,452	1,454,768	
Omaha, Neb.,....	Milton Noyes,....	140,452	165,000	11,904	1,315,271	
Rochester, N. Y.,....	A. J. Smith,....	133,846	172,000	11,280	1,420,000	
St. Paul, Minn.,....	J. M. Greenwood,....	133,156	160,000	11,913	510	
Toronto, Ontario,....	H. S. Tarbell,....	132,446	180,000	11,314	1,542,133	
Denver, Colo.,....	David K. Goss,....	107,332	170,000	11,733	653,080	
Indianapolis, Ind.,....	John Morrow,....	105,436	140,000	11,383	600	
Alfred Bayliss,....	Charles W. Cole,....	105,000	125,000	11,000	397	
Frank L. Jones,....	J. A. Shawan,....	94,923	100,000	11,344	292,554	
Indiana,....	A. F. Braddock,....	88,150	105,000	11,696	417	
Illinois,....	G. F. Carroll,....	88,143	120,783	11,720	420,000	
Michigan,....	W. W. Chalmers,....	84,655	101,000	11,000	639	
Iowa,....	W. W. Chalmers,....	84,444	130,000	11,000	107,332	
Kansas,....	William F. Fox,....	81,388	105,000	11,938	514	
Kentucky,....	C. N. Kendall,....	81,208	100,000	11,277	670,102	
Louisiana,....	A. B. Poland,....	78,347	100,000	11,566	445	
Maine,....	A. K. Weather,....	71,500	105,000	11,456	378,531	
Massachusetts,....	Nashville, Tenn.,....	70,600	98,000	11,344	475	
Mississippi,....	Scranton, Pa.,....	70,600	105,000	11,696	416	
Missouri,....	Fall River, Mass.,....	70,600	105,000	11,761	420,000	
Montana,....	Cambridge, Mass.,....	70,389	105,000	11,397	391,514	
Nebraska,....	Francis C. Bates,....	70,288	105,000	11,566	311,000	
Orvis Ring,....	Atlanta, Ga.,....	68,159	105,000	11,057	315,665	
New Hampshire,....	W. F. St. Grawell,....	68,059	105,000	11,938	229	
Channing F. Tolson,....	Memphis, Tenn.,....	67,938	100,000	11,938	378,531	
New Jersey,....	George W. Gordon,....	67,838	100,000	11,566	445	
Chas. J. Baxter,....	Wilmington, Del.,....	67,838	100,000	11,566	378,531	
Manuel C. de Baca,....	Trenton, N. J.,....	67,533	100,000	11,566	445	
New Mexico,....	George W. Gordon,....	64,455	94,000	11,938	378,531	
New York,....	John H. Willmetts,....	64,455	94,000	11,566	378,531	
Charles R. Skinner,....	Dayton, N. Y.,....	64,455	94,000	11,566	378,531	
C. H. McNamee,....	John H. Willmetts,....	64,455	94,000	11,566	378,531	
North Carolina,....	John H. Willmetts,....	64,455	94,000	11,566	378,531	
North Dakota,....	John H. Willmetts,....	64,455	94,000	11,566	378,531	
L. D. Bonobrake,....	John H. Willmetts,....	64,455	94,000	11,566	378,531	
Oklahoma,....	Grand Rapids, Mich.,....	63,725	76,000	11,873	378,531	
S. N. Hopkins,....	Charleston, S. C.,....	63,725	76,000	11,873	378,531	
Oregon,....	Hartford, Conn.,....	63,725	76,000	11,873	378,531	
J. H. Ackerman,....	St. Joseph, Mo.,....	63,725	76,000	11,873	378,531	
Pennsylvania,....	Mobile, Ala.,....	63,725	76,000	11,873	378,531	
John R. Park,....	John D. Verby,....	63,725	76,000	11,873	378,531	
Vermont,....	Evansville, Ind.,....	63,725	76,000	11,873	378,531	
Virginia,....	W. A. Hester,....	63,725	76,000	11,873	378,531	
Joseph W. Southall,....	J. A. Foshay,....	63,725	76,000	11,873	378,531	
F. J. Browne,....	Des Moines, Iowa,....	63,725	76,000	11,873	378,531	
Washington,....	Bridgeport, Conn.,....	63,725	76,000	11,873	378,531	
West Virginia,....	Oakland, Calif.,....	63,725	76,000	11,873	378,531	
L. D. Harvey,....	Portland, Ore.,....	63,725	76,000	11,873	378,531	
Wisconsin,....	Frank R. Rigler,....	63,725	76,000	11,873	378,531	
Wyoming,....	Lawrence, Mass.,....	63,725	76,000	11,873	378,531	
Thomas T. Tynan,....	J. E. Burke,....	63,725	76,000	11,873	378,531	
Hon. W. T. Harris,....	Thomas M. Balliet,....	63,725	76,000	11,873	378,531	
Total United States.		15,368,422	20,586	6,525	6,722	\$20,221,278

EDUCATIONAL STATISTICS OF THE UNITED STATES
From Reports of State School Superintendents and from Advance Reports of the U. S. Bureau of Education for 1898-1899

STATES AND TERRITORIES	SUPERINTENDENTS OF PUBLIC INSTRUCTION	NUMBER OF PUPILS ENROLLED	NUMBER OF TEACHERS	NUMBER OF HIGH SCHOOLS	NUMBER OF PRIVATE SCHOOLS	TOTAL EXPENDITURES
Alabama,....	J. W. Abercrombie,....	400,000	6,500	200	200	\$1,200,000
Arizona,....	R. L. Long,....	15,888	385	1	238,741	1,402,037
Arkansas,....	J. J. Doyne,....	470,615	6,317	48	32	1,307,597
California,....	Thomas J. Kirk,....	101,168	8,000	112	62	1,043,748
Colorado,....	Mrs. Helen M. Grenfell,....	104,733	3,050	22	18	1,035,325
Connecticut,....	Charles D. Hine (Sec.),....	147,833	3,949	77	104	2,056,163
Delaware,....	John A. Lingo (Sec.),....	33,174	840	18	3	33,174
Dist. of Columbia,....	W. B. Powell,....	550,000	18,500	5	46	1,020,000
Florida,....	William N. Sheats,....	168,455	2,792	10	46	1,709,054
Georgia,....	Miss Gustavus R. Gleim,....	179,913	8,597	49	238	1,505,988
Idaho,....	Miss Permal French,....	29,737	848	24	6	274,377
Illinois,....	Alfred Bayliss,....	930,313	25,207	209	80	1,171,129
Indiana,....	Frank L. Jones,....	566,137	15,233	500	225	1,034,161
Iowa,....	Richard C. Barrett,....	550,000	18,500	100	100	1,034,000
Kansas,....	Frank Nelson,....	370,240	10,000	75	200	1,034,000
Kentucky,....	W. J. Davidson,....	510,000	10,000	75	200	1,034,000
Louisiana,....	J. V. Calhoun,....	194,650	4,850	45	420	1,034,000
Maine,....	W. W. Stetson,....	209,713	6,717	243	200	1,034,000
Massachusetts,....	E. B. Prentyman (Sec.),....	216,013	4,987	41	43	1,034,000
Michigan,....	Frank A. Hill (Sec.),....	471,977	13,439	212	474	1,034,000
Minnesota,....	Jason E. Hammond,....	496,025	15,973	163	493	1,034,000
Mississippi,....	J. H. Lewis,....	420,000	10,000	97	30	1,034,000
Missouri,....	H. L. Whifford,....	317,579	7,855	50	65	1,034,000
Montana,....	W. T. Carrington,....	688,533	201	117	201	1,034,000
Nebraska,....	E. A. Carlton,....	40,478	1,086	300	81,180	1,034,000
Nevada,....	Wm. R. Jackson,....	273,919	9,668	200	35	1,034,000
New Hampshire,....	Orvis Ring,....	37,152	2,256	1,100	9	1,034,000
New Jersey,....	Channing F. Tolson,....	65,533	2,713	66	23	1,034,000
New Mexico,....	Chas. J. Baxter,....	1,034,000	6,689	54	356	1,034,000
New York,....	Manuel C. de Baca,....	45,241	5,411	35	60	1,034,000
Charles R. Skinner,....	1,168,934	3,074	512	991	28,173	1,034,000
C. H. McNamee,....	353,636	8,000	300	2,90	1,38,547	1,034,000
North Carolina,....	John G. Hallard,....	97,376	3,667	21	4	1,034,000
North Dakota,....	L. D. Bonobrake,....	837,152	2,100	1,080	1,38,547	1,034,000
Oklahoma,....	S. N. Hopkins,....	77,121	2,107	9	5	1,034,000
Oregon,....	J. H. Ackerman,....	84,100	2,885	20	112	1,034,000
Pennsylvania,....	Nathan C. Schaeffer,....	1,152,212	2,886	20,18	3,020	1,034,000
Rhode Island,....	T. B. Stockwell (Sec.),....	65,384	1,852	17	23	2,043,669
South Carolina,....	C. H. McNamee,....	275,889	5,442	41	13	1,034,000
South Dakota,....	Edward E. Collins,....	113,492	4,322	113	7	1,034,000
Tennessee,....	M. C. Fitzpatrick,....	491,595	9,135	97	113	1,034,000
Texas,....	J. S. Kendall,....	612,149	11,953	231	80	4,203,771
Utah,....	John R. Park,....	70,838	1,375	6	23	1,034,000
Vermont,....	Mason S. Stone,....	65,532	2,866	57	9	9,133,887
Virginia,....	Joseph W. Southall,....	374,847	8,226	82	76	1,034,000
Washington,....	F. J. Browne,....	97,916	2,923	101	25	1,034,000
West Virginia,....	J. R. Trotter,....	204,613	6,911	25	50	2,106,748
Wisconsin,....	L. D. Harvey,....	436,208	12,510	211	426	1,034,000
Wyoming,....	Thomas T. Tynan,....	14,500	5,903	11	1	2,361,821
Hon. W. T. Harris,....		15,368,422	399,586	6,525	6,722	\$20,221,278

(1) SUPERINTENDENTS — Aaron Gove, L. C. Greenlee, J. H. Vining.

(2) SUPERINTENDENTS — Amos Hiatt, S. H. Shealey, F. A. Lacy.

EDUCATIONAL STATISTICS OF LEADING CITIES—1898-1899

CONTINUED

Cities	Superintendents of Schools	Population Census 1890	Estimated Population 1899	School Enrollment 1899	No. of Teachers	School Expenditures
Saginaw, Mich. ¹	Frank B. Cooper	16,322	50,000	9,006	235	\$175,034
Salt Lake City, Utah	William E. Buck	45,813	55,000	12,201	272	30,221
Manchester, N. H.	George Griffith	44,126	60,000	10,840	158	16,340
Utica, N. Y.	A. J. Demarest	43,628	60,000	8,816	194	23,910
Hoboken, N. J.	Otis Ahmire	43,163	54,000	7,632	162	16,841
Savannah, Ga.	Frank J. Barnard	43,189	55,000	8,368	174	121,000
Seattle, Wash.	N. C. Daugherty	43,837	80,000	9,507	218	200,492
Peoria, Ill.	William E. Hatch	42,024	60,000	9,147	218	242,362
New Bedford, Mass.	H. C. Missimer	40,733	60,000	7,750	203	211,376
Erie, Pa.	O. M. Lord	40,624	58,000	10,926	194	20,425
Somerville, Mass.	R. S. Bingham	40,153	60,000	10,009	265	20,600
Harrisburg, Pa.	L. O. Foote	39,382	50,000	9,170	186	14,532
Dallas, Texas	J. L. Long	38,667	58,000	5,282	121	12,200
Saint Paul, Minn.	H. E. Kraatz	37,846	50,000	6,184	151	111,323
Wilkesboro, Pa.	James M. Coughlin	37,778	55,000	8,916	174	214,796
San Antonio, Texas	J. E. Smith	37,673	45,000	7,038	122	80,000
Covington, Ky.	John Morris	37,371	65,000	8,100	170	100,000
Portland, Me.	O. M. Lord	36,425	50,000	7,000	208	145,000
Tacoma, Wash.	R. S. Bingham	36,000	40,000	6,588	167	169,228
Holyoke, Mass.	Louis P. Nash	35,637	46,000	5,603	189	195,200
Binghamton, N. Y.	Justin N. Studey	35,393	50,000	5,318	150	128,807
Fort Wayne, Ind.	D. L. Bardwell	35,005	45,000	7,507	198	140,402
Akron, Ohio	R. S. Thomas	35,000	43,000	6,212	153	162,000
Norfolk, Va.	Richard A. Dobe	34,871	70,000	3,800	73	49,000
Wheeling, W. Va.	W. H. Anderson	34,522	45,000	7,129	140	104,146
Augusta, Ga.	Lawson B. Evans	33,300	45,000	5,500	100	75,000
Youngstown, Ohio	F. T. Redfield	33,220	50,000	6,900	162	179,000
Duluth, Minn.	R. E. Denfeld	33,115	61,500	9,653	262	193,955
Yonkers, N. Y.	Charles E. Gorton	32,033	43,000	8,886	151	210,492
Lancaster, Pa.	R. K. Buehler	32,011	42,000	6,176	120	118,392
Springfield, Ohio	Carey Borgess	31,895	40,000	6,293	147	135,167
Quincy, Ill.	A. A. Seehorn	31,494	40,000	5,231	113	88,448
Topeka, Kan.	W. M. Davidson	31,007	45,000	7,000	135	100,973
Elmira, N. Y.	R. J. Round	30,893	45,000	4,866	139	118,395
Salem, Mass.	John W. Perkins	30,801	36,000	6,397	159	141,788
Altoona, Pa.	D. S. Keith	30,337	40,000	6,493	154	128,441
Dubuque, Iowa	F. T. Old	30,311	42,000	6,274	134	144,337
Terre Haute, Ind.	William H. Wiley	30,217	42,000	6,759	178	144,337
Chattanooga, Tenn.	A. T. Barrett	29,100	50,000	4,677	110	103,459
Galveston, Texas	O. W. Eriewine	28,084	50,000	5,438	112	120,327
Birmingham, Ala.	John W. Hopkins	27,839	33,000	5,129	120	83,707
Knoxville, Tenn.	John A. Stewart	27,799	55,000	4,231	89	84,423
Pawtucket, R. I.	Henry M. McCallie	27,633	35,000	4,390	138	120,048
Houston, Texas	W. H. Kimbrough	27,557	71,000	6,397	159	110,915
Brockton, Mass.	B. B. Russell	27,294	39,000	6,631	167	124,775
Williamsport, Pa.	Charles Lose	27,132	35,000	5,234	110	128,078
Davenport, Iowa	J. B. Young	26,872	42,000	6,759	178	131,101
Sacramento, Calif.	A. T. Barrett	26,830	35,000	4,486	130	139,310
Birmingham, Ala.	O. W. Eriewine	26,175	45,000	4,100	120	112,094
Little Rock, Ark.	J. W. Phillips	24,574	40,000	5,375	85	66,348
Auburn, N. Y.	J. R. Rightsell	24,479	29,500	4,231	89	55,477
Taunton, Mass.	H. B. Show	25,153	31,500	3,388	138	79,532
Allentown, Pa.	C. F. Boyden	25,443	28,000	4,988	134	101,590
Lacrosse, Wis.	F. D. Raub	25,223	35,000	5,077	114	139,749
Springfield, Ill.	John P. Bird	25,092	30,000	5,533	127	103,459
Newport, Ky.	H. H. Collins	24,073	35,000	5,590	130	112,094
Pueblo, Colo.	John Burke	24,918	35,000	3,800	84	46,004
Newton, Mass.	J. R. Phillips	24,558	40,000	4,558	129	120,000
Wellesley, Mass.	Albert B. Fifield	24,479	29,500	5,375	177	135,000
Rockford, Ill.	P. R. Dyer	23,553	25,000	4,520	87	61,517
John J. Allison	John J. Allison	24,564	35,000	5,645	137	103,459
George E. Gay	George E. Gay	23,464	37,250	5,768	134	120,078
H. A. Simonds	H. A. Simonds	23,331	33,000	5,530	171	103,459
D. A. Apollonius	D. A. Apollonius	23,336	35,000	4,591	130	89,310
Burlington, Iowa	Francis W. Faust	22,740	29,000	6,206	154	90,000
Cohoes, N. Y.	George E. Diest	22,595	26,000	4,493	114	79,000
Hawthorne, N. J.	Frederick D. McKeean	22,340	25,000	5,151	120	45,514
Poughkeepsie, N. Y.	Edwin S. Harris	22,260	28,000	5,101	101	40,348

(1) SUPERINTENDENTS.—E. L. Thompson (W. S. & E. C. Warriner (E. S.)

(2) SUPERINTENDENTS.—J. S. McCullig, J. F. Keating,

EDUCATIONAL STATISTICS OF LEADING CITIES—1898-1899

CONTINUED

Cities	Superintendents of Schools	Population Census 1890	Estimated Population 1899	School Enrollment 1899	No. of Teachers	School Expenditures
Muskegon, Mich.	David Mackenzie	17,534	23,000	2,226	4,083	\$10,583
Fitchburg, Mass.	Charles L. Floyd	17,321	23,000	2,500	5,664	121
Montgomery, Ala.	Joseph G. Edwards	16,840	21,333	2,300	5,600	110,850
South Bend, Ind.	W. H. Lash	16,840	21,333	2,300	5,735	10,070
Zanesville, Ohio	W. H. Hershman	16,841	21,300	3,800	5,735	28,890
New Albany, Ind.	Elwin Van Pelt	16,841	21,300	3,500	5,700	13,320
Bloomington, Ill.	T. E. Taylor	16,841	21,300	3,500	5,700	12,687
Spokane, Wash.	S. B. Howe	16,841	19,900	4,100	5,178	18,207
Schenectady, N. Y.	M. B. Dolbin	16,841	19,900	3,800	5,000	15,000
Leavenworth, Kan.	George V. Buchanan	16,841	19,900	3,640	5,000	15,000
Bangor, Maine	Mary S. Snow	16,841	19,900	3,500	5,000	10,800
Bayonne, N. J.	Charles M. Davis	16,841	19,900	3,500	5,000	12,000
Sandusky, Ohio	W. H. Williams	16,841	18,473	2,500	5,000	5,548
Cedar Rapids, Iowa	J. T. Merrill	16,841	18,473	2,500	5,000	5,548
Jacksonville, Fla.	George E. Glenn	16,841	18,473	2,500	5,000	5,548
Richmond, Ind.	T. A. Mott	16,841	17,620	2,000	5,000	10,536
Austin, Tex.	T. G. Harris	16,841	17,620	2,000	5,000	7,149
St. Louis, Mo.	George V. Buchanan	16,841	17,620	2,000	5,000	7,149
Hornellsville, N. Y.	Elmer S. Redman	16,841	17,620	2,000	5,000	7,149
Elizabeth, N. J.	W. J. Shearer	16,841	17,620	2,000	5,000	7,149
Chester, Mass.	Freeman Putney	16,841	17,620	2,000	5,000	7,149
Fort Worth, Texas	M. G. Bates	16,841	17,620	2,000	5,000	7,149
Oswego, N. Y.	George E. Bullis	16,841	17,620	2,000	5,000	7,149
Butte, Mont.	I. P. Hendricks	16,841	17,620	2,000	5,000	7,149
Steubenville, O.	H. N. Mertz	16,841	17,620	2,000	5,000	7,149
Parkersburg, W. Va.	U. S. Fleming	16,841	17,620	2,000	5,000	7,149

From advance sheets of "The School Calendar," published by the American Book Company, some valuable statistics are here presented. The first table gives figures concerning the states and territories, by including the number of pupils enrolled, the teachers employed, and the total expenditures for the past year. The succeeding tables give educational statistics relative to all the cities of the United States, including the school enrollment, number of teachers, school expenditures, and names of superintendents. It is hardly necessary to dwell upon the value of such statistics. Every principal and superintendent ought to have them constantly by him. To know the facts about education in various sections of the country, and to be able to make comparisons of school expenditures, etc., are among the duties of the wide-awake school official. The formation of the statistical habit is valuable, if it is not overdone. From the tables can be gained a comprehensive view of the whole financial situation. Notice which cities have a large enrollment of pupils, a large number of teachers employed, a heavy expenditure item; are these cities backward or forward in educational matters? What about the cities which refuse to make liberal provision for public school education? What standing have they in the profession? How about your own city? Is it spending all it should to get the best results?

Besides these educational statistics the "School Calendar" contains a valuable table of the governments of the world and their rulers, with statements of population, official heads, titles, capitals, etc.

School Law.

Recent Legal Decisions.

Compiled by R. D. FISHER.

Authority of Municipality to Compel Vaccination.

Hon. Frank S. Monnett, attorney general of Ohio has recently given to the secretary of the state board of health a written opinion upon certain propositions submitted to him, to wit:

First. Whether boards of health of Ohio would have authority to enforce an order requiring vaccination of school children.

Second. Whether a board of a city, village, or township, where smallpox is actually present, has statutory authority to enforce such a rule.

The attorney general holds that where the disease is present in the several communities, and there is a well grounded reason to fear that the citizens of Ohio shall have an epidemic to contend with, it seems highly proper that the spread of smallpox thru the public schools should be prevented or lessened by vaccination, thus affording protection both to the scholars and the community.

The general powers given to the state board seem, standing apart from subsequent modifications of section 2135 of the Ohio Statute, to be comprehensive enough to answer your first inquiry in the affirmative, viz.: That they have the authority to enforce an order requiring vaccination of school children or any other citizens whose occupation or profession is such as would spread the disease if affected thereby. But the legislature seems to have modified the broad terms given to the state and local boards in other sections by section 2135, in applying the rules to vaccination, and infusing the language therein, viz.: "That the board of health may take measures and supply agents and afford inducements and facilities for gratuitous vaccination, and may furnish disinfectants, etc., in connection with the remaining part of the section when properly construed, I hold to vest in the state board the power to issue orders to the local boards of cities, villages, and townships to enforce vaccination where smallpox is actually present, but I do not believe the authority has been expressly granted in view of this limitation to enforce an order requiring vaccination of school children without immediate and imminent danger of epidemic or threatened epidemic, the power being given to such board to close such school and prohibit public gatherings for such time as the board may deem necessary. This power seems to be given rather as an alternative than one that the boards of health should resort to wherever the same will afford the necessary precaution and in the immediately infected districts, may take measures for gratuitous vaccination.

"In addition to the above statutes, section 3986, provides for boards of education, enforcing certain rules and regulations, to secure the vaccination of, and to prevent the spread of smallpox among the pupils attending such schools."

Graded Schools—Validity of Election to Impose Tax.

In November, 1898, a petition was filed in the county court of Hopkins county pursuant to the provisions of section 4464, Ky. Stat. seeking to have a graded school established in common school district No 4, the boundary of which embraced the city of Madisonville, which is a city of the fourth class, and a large contiguous territory outside of the limits of the city. The court made an order directing that an election be held on the 14th day of February thereafter. Pursuant thereto an election was held which resulted in 225 votes being cast for the graded common school tax and 158 against it, and the election of appellants as trustees of the district, who levied a tax of 50 cents on each \$100 and a poll tax of \$1.50 for the purpose of maintaining the school and erecting suitable buildings. Appellee entered suit to enjoin the collection of the tax upon the ground that the election of appellants was illegal and void, because the district boundary in which the vote was taken includes the city of Madisonville, a city of the fourth class and large contiguous territory outside of the limits of said city and for this reason the county court had no jurisdiction to make an order for an election.

On appeal, *Held*, That under Ky. St. secs. 4464-4489, providing that the county court shall have jurisdiction of all proceedings for the establishment of graded schools in rural districts and cities of the fifth and sixth classes, a city of the fourth class cannot be included with outlying territory for the purpose of establishing a graded school.

2. That the county court has no jurisdiction to direct the holding of an election to establish a graded school in a city of

the fourth class, and the election held pursuant thereto is void.

Bailey vs. Figely et al., Ky. C. of App. Sept. 20th, 1899.

Schools—Warrants of Indebtedness—Limitations.

1. Prior to March 12, 1897, there was no statutory inhibition upon the board of education of a town of New Mexico from issuing warrants evidencing indebtedness up to the 4 per centum federal limitation, altho there was not at the time of their issuance funds in the hands of the treasurer with which to pay the same.

2. The board of education of the town of Eddy is a distinct municipal corporation, for school purposes, and is one of the corporations enumerated in the act of Congress of July 30, 1886, known as the "Federal Limitation Act."

3. Said board of education may, independently of any political or other municipal corporation or other subdivision of the territory, and regardless of the fact that the corporation known as the "Town of Eddy" is situate wholly within the same territorial limits, lawfully incur an indebtedness for school purposes not to exceed 4 per centum of the value of the taxable property within its limits, to be ascertained by the last assessment for territorial and county taxes previous to the incurring of such indebtedness.

Board of Education, Town of Eddy vs. Bitting, S. C. of New Mexico, Aug. 28, 1899.

Investment of School Funds in State Warrants—Mandamus—Indorsement by State Treasurer.

1. Sess. Laws 1899, p. 53; C. 41, authorizing the investment of the permanent school funds in state warrants, is unconstitutional, as such warrants are not bonds, within the meaning of the constitution. Art. 16, sec. 5, providing that none of the permanent school funds shall ever be loaned to private persons or corporations, but may be invested in national, state, county, or municipal bonds.

2. Where there are no funds in the state treasury legally applicable to the payment of a state warrant, the holder of such warrant may compel the treasurer by writ of mandamus to make the indorsement thereon which the law requires him to make whenever a warrant is presented and he has no funds with which to meet it.

State ex rel. Hellar vs. Young State Treas. Wash. S.C., July 19.

School Districts—Powers of Officers—Purchase of Supplies—Issuance of Warrants—Time of Payment—Limitation.

1. When the officers of a school district purchase school furniture and goods and issue a warrant in payment therefor, the owner of the warrant is not required to allege that the furniture and goods were such as the board was authorized to purchase. If the board were not authorized to purchase the articles, this would be a good defense against the warrant, but the burden of proving the fact is upon the defendant.

2. A municipal corporation has the power, in the absence of statutory inhibition, to issue any ordinary evidence of indebtedness payable either instantly or at any time in the future, and to provide that such evidence of indebtedness bear interest.

3. An action upon a municipal warrant is ordinarily barred in five years after its maturity.

Buffalo School Furniture Co. vs. School Dists. No. 4, 30 and 40 of Gray County, Kans. C. of App. Aug. 19, 1898.

Powers of School Board—Employment of Teachers—Ratification of Contract by New Board.

1. The powers conferred by law upon the electors at an annual school district meeting are inconsistent with the existence of authority in the school board of a district to enter into a binding contract prior to the meeting for the employment of a teacher for a term commencing after such meeting.

2. When the petition alleged that the school board of the district, prior to the annual school meeting thereof, had employed the plaintiff, a legally qualified teacher, under a written contract to teach for a term of eight months, commencing after the said annual meeting; that the new board thereafter met and recognized, by their acts, the existing contract with plaintiff; that plaintiff, pursuant to the terms of the contract and with the full knowledge and consent of the school board, taught in the school for more than two months, for which she received her wages each month according to the terms of the contract; that plaintiff was then discharged by the school board, without just cause or excuse, and was not permitted any longer to teach in said school; that thereby she lost all opportunity to obtain a school and suffered a loss of wages in the sum for which she asks judgment: *Held*, that the said contract became binding upon the district board by its adoption and ratification thereof.

Jones vs. School Dist. 144 Elk Co. Kans. C. of App., Jan. 18.

Success and Failure of Text-Books.

[An interview.]

Of the multiplication of text-books there is no end. A few are successful; most of them either fall flat at the start or are soon disused. A New York teacher, whose work is so varied that he is led to test a great number of books has given THE SCHOOL JOURNAL a statement of some of his experiences.

"Here is an American history book," said he, "an admirable compilation from the point of view of the teacher. It is from the hand of an eminent professor, and it has been carefully prepared and beautifully illustrated. It is very modern. The author does not believe that history should be a mere congeries of dates of battles. He has reduced the space allotted to wars to a minimum. The details of the Revolution and of the second war with Great Britain are suppressed, while the war with Mexico is dispatched in a single paragraph. The growth of institutions is everywhere emphasized. The book as a whole is delightful reading. Yet I have always found that it fails in such classes as I teach—of ordinary New York children. The book is perhaps too good for them. At any rate they hate it with undying hatred, however I may try to make it interesting. I always feel myself handicapped in trying to teach history from that book."

"The trouble is, I suppose, that the author has not taken into account what Ruskin calls 'the healthy incapacity of the average man for ideas.' The book fairly overflows with ideas. It would be far better as a text-book if it contained only one or two ideas, diluted in a gallon of facts. Any complexity of thought confuses the child. Only after the leading facts of American history have been learned from a simpler book should this compilation be put into the pupils' hands."

"Here you see a curious example of a book that is pedagogically wrong and practically right. I say pedagogically wrong, because that was the criticism passed upon it by several leading educators with whom I had consultation before introducing it. The book came to me from the publishers with an earnest request to give it a trial. I at once wrote a scathing letter of condemnation. The book was bad. It violated a cardinal principle of pedagogy. Then a month later, in a fit of contrition, I decided to try it on a little class of three pupils.

"With them it worked admirably. Thinking that the circumstances attending its use might be unusual, I hesitated before introducing it into a larger class. I did so, however, and I again felt satisfaction as I saw my pupils conquer difficulty after difficulty. I have begun even to doubt if the eminent educators with whom I talked took all the facts into consideration when they condemned the book. Possibly the science of pedagogy is not yet sufficiently exact for any man to be dogmatic."

"Here is a little thing we have been obliged to disuse. I felt some compunctions of conscience in so doing. It is a type of a considerable number of text-books which have prepared the way for better things. When first issued it represented a new departure. It was the only one of its kind; it filled a long-felt want. Unfortunately, however, it was hastily put together, in an unscholarly fashion and with no orderliness of arrangement. The proofs were carelessly read; typographical errors and omissions abounded; the whole effect was one of carelessness and haste. The next year several imitations were on the market, all better edited and better printed. The result was that we, like a hundred other schools, were obliged at the first opportunity to get rid of the pioneer book and take up one of the imitators. I hear that the book has this year been turned down in the author's own city."

"This beautiful book in my hand I have used for several years with always increasing delight and interest. It is an example of the importance of life and robustness of character in the making of a text-book. The author is a well-known philanthropist, a man of large heart and broad sympathies. His book is more than a scientific arrangement. In spite of obvious defects it rises to the level of literature. One teacher has informed me that she could do little with it, but I believe that the fault lay in herself; she was too anaemic to handle so vital a book."

"My experience as a teacher leads me to hope that in the future fewer text-books will be published and those better. Hundreds of teachers are rushing into publication of hastily prepared books. Doubtless it is something of an advertisement to have one's name on the title page of a book, but if the book falls flat the advertising cannot be of great value. It would be a good plan to have a law passed forbidding the publication of a new text-book before 1905."

"Would you be willing to wait that length of time for the publication of your own book?" was asked.

"Well, no," came the reply, "My little effort is already scheduled to appear next May."

A Municipal Publishing House.

Can Chicago Make Text-Books?

The proposition that the city of Chicago develop a municipal publishing house for the production of text-books has excited considerable comment. The scheme is said to have the support of Supt. Andrews and several other school officials. The claim has been made that Chicago would save about fifty per cent. by thus becoming its own publisher.

The plan is still in the hands of a committee who are to report upon its advisability, but whether it is carried into effect or not, it will not apparently, create any consternation among the leading text-book publishers. Several, who have been consulted regarding the matter, laughed at the whole proposition. They do not believe that Chicago will seriously go into such an undertaking and they predict only disastrous failure in case it is tried.

Mr. J. A. Greene, manager of the American Book Company, said that it was simply a cry of wolf with which the publishing houses have been too often scared. Periodically these Populist schemes are sprung upon the world, but for the most part nothing comes of them. For the production of good text-books the keenest competition is necessary. Competition is the life of the trade. There are in the United States upwards of one hundred and fifty firms engaged in the publication of text-books. The field is fair, the market open. Books are as cheap as present skill and exactness can make them. By creating a monopoly Chicago would simply invite degeneration.

"The whole incident is a curious illustration of the animosity that pursues our publishing houses in some parts of the country," said Mr. Greene. "We of the American Book Company come in for an especially large share of it. Our name and the fact that we represent the consolidation of several firms has given rise to the idea that we are a trust. Nothing could be more erroneous. We are one of many competitors. Yet we are popularly supposed in some sections of the country to be a great octopus. It is in the minds of misguided people, with an anti-trust bias, that such schemes as this for municipal publishing are evolved."

Another prominent publisher, Mr. Pulsifer, the New York manager of the house of D. C. Heath & Company, was also emphatic in his disbelief in the Chicago plan.

"If the Chicago people go in for this kind of thing," he said, "they will find that they will get a cheap lot of text-books that are going to cost nearly, if not quite as much as those now in use. You have to remember that book-making is an art, practiced in this country by men who give their whole lives to it. Now it is evident that if the Chicago people want actually to do the printing and binding of text-books, they have taken a great contract upon their hands. In the first place it means the locking up of a tremendous amount of capital. You cannot buy modern machinery for nothing. The interest upon the debts incurred in building up the plant would handicap the enterprise at the start."

"Then, too, the highest kind of professional skill is needed in the operation of a great printing establishment. Men are not going to leave good positions in important publishing houses, unless for considerable salary inducement; yet if the municipal establishment develops a big pay-roll, wherein will consist the profits?"

"Everybody knows that private corporations get more work out of their employees than the government can. A municipal publishing house would simply add to the opportunity for political spoils."

"If, on the other hand, the city authorities should undertake to publish their books under the contract system, letting out the printing of its books to competing firms, they could do no better than private corporations who do the same thing. I cannot see wherein they could save two per cent. under such a system. Printing establishments are not going to favor the city of Chicago to any great extent."

"On the literary side of the scheme I cannot see that there is anything in it for Chicago. I suppose that some of the alleged saving will come out of the authors. We have always discovered that free competition and good royalties attract the best text-books."

"When we want a text-book on a given subject there are two ways of compassing our object. The first is to give to some eminent specialist a definite order for a book. He goes ahead and fills our order to the best of his ability. The other way is to signify to a number of eminent specialists that there is a place for such and such a text-book, and that we shall be glad to consider manuscripts conforming to certain specifications. Under this latter plan we are generally in receipt of at least three or four pieces of work from which we make our se-

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lection, being influenced by no consideration except the merits of the productions. The latter way we have always found to be preferable. It is the only way to get the very best; and it is just the method which a city like Chicago could not pursue. The constant cry would be the protection of home industry. Chicago educators must be given the preference in the making of the books. The writer living in New York or St. Louis would necessarily be at a disadvantage. There is a strong civic sentiment that would make for protection of parochial interests. Now Chicago is a big place. So is New York. So is Boston. Yet it is my opinion that in none of these places is there talent enough to create first class text-books in all the subjects required by elementary and secondary schools. Not infrequently the man best qualified to make a certain book lives in some country village or university town. This is a big country, and the success of such a publishing house as ours depends upon our comprehending the length and breadth of the country. We have constantly to guard against becoming narrow and provincial. We publish, not for New York, or Boston, or Chicago, but for the whole United States, and if any man anywhere can write us a better book than the one we are now publishing we want to hear from him.

"You are probably aware that the scheme of state publishing has been given fair trial in California and that it has there proved to be an absolute failure. I have not the statistics by me, but if you will look them up you will find that the state of California pays more for its text-books relatively than any other state and that it gets a very inferior article."

A member of another publishing house who did not wish his name to be quoted said that he believed Chicago could make its own books a little cheaper than it now gets them but that they were certain to be of inferior quality.

"I am," he said, "in a general way in favor of the extension of municipal activities, but I do not believe that the publishing business is the best place to begin. Personal interest has nothing to do with this opinion, for in Chicago our books have almost no sale now, nor are they likely to have except in private schools. The point I would make is that Chicago had better learn how to conduct municipal enterprises first thru administration of its street railways and gas mains. Any community, like any individual, is bound to make mistakes while learning a business; and educational mistakes are, in my opinion, the very mistakes that ought to be avoided. The American city needs to learn to govern itself before the functions of government are enlarged. Neither New York nor Chicago could as yet properly conduct a large publishing business."

Among Publishing Houses.

The Doubleday & McClure Company is to become Doubleday, Page & Company. Mr. McClure will continue to publish the magazine and conduct the syndicate, but all the published and projected books of the concern will be taken in hand by the new company. The literary work of the firm will be in the hands of Mr. Walter H. Page, formerly editor of the *Atlantic Monthly* and literary adviser to Houghton, Mifflin & Company. He will be assisted by Mr. Henry Lanier, while the foreign interests of the firm will be attended to by Mr. James MacArthur, formerly editor of *The Bookman*.

Louis Prang, the venerable art publisher, has decided to retire permanently from his publishing interests. He recently put on sale all the original paintings which he has bought from time to time for purposes of reproduction. These included masterpieces from such painters as Elihu Vedder, Gaugengigl, Winslow Homer, Thomas Moran, and Frederick Dielman. Since 1897 when L. Prang & Company and the Taber Art Company, of New Bedford, were merged into the Taber-Prang Art Company, Mr. Prang has been training others to perform the duties to which he had so long attended. He carries into retirement the best wishes of a host of friends and admirers.

Several important changes in Appleton's *Popular Science Monthly* are to be noted. The price is lowered to twenty-five cents. The topics discussed are to be given a broader range. The philosophy of science, which has heretofore been a prominent feature of the magazine, is to give place to the facts and principles that apply directly to the concerns of everyday life. A third feature of the new departure will be the employment of distinguished specialists as writers on their respective subjects, who are able to present their ideas in a form suited to the general reader and whose names give what they have to say the stamp of accuracy and authority.

The newly organized firm of Earl Thompson & Company, of Syracuse, have issued a large catalog of their art reproductions. Their list of prints is very large and well arranged with special reference to illustrations of the history of art, general literature, and history as well as school-room and home decoration. Art is becoming a necessity in the school-room.

Our Text-Book Makers,

Professor Carpenter, of Columbia.

George Rice Carpenter believes in common sense teaching of English. He has somewhere said that "the habit of expressing oneself clearly and correctly is a perfectly simple one. Any boy can acquire it by the age of fifteen. If he does not, it is his father's fault."

Prof. Carpenter has had a large part in the conquest of Columbia by Harvard. That is to say, he is a natural leader among the young men whom Columbia a few years ago, feeling the necessity of an infusion of new blood, called over from the sister university in Cambridge. In no other department of university study has there been more marked an awakening



than in that of rhetoric and English composition; courses similar in scope to those at Harvard, and representing the Harvard methods of criticism, have been introduced, a spirit of practical literary workmanship has been fostered, and the whole tone of the Columbia English department has been modernized. One of the latest developments of the new Columbia spirit is the magazine *East and West*, which several recent graduates have established.

Prof. Carpenter's early education and environment were admirably calculated to bring out literary gifts. Born in 1865, he was brought up among the elms of Andover, Mass., in an atmosphere of lectures, Dante societies, and heresy trials. He was sent at the earliest possible age to Phillips academy, where he led his class from start to finish. Most Andover boys, in those days, went to Yale; the drift toward Harvard did not begin until about 1890. Mr. Carpenter, however, was sent to Harvard, entering with the class of 1886.

One who knew him well in college describes him as physically the most indolent and mentally the most active man of his class. He was an excellent all-around scholar, and his work in English was so remarkable for its directness and strength that it early attracted the attention of the English department. Much of Prof. Carpenter's college work appeared in the *Harvard Monthly* and *Harvard Advocate*.

After graduation Professor Carpenter served an apprenticeship in English teaching at Harvard. The work of correcting themes, of both the daily and fortnightly variety, is arduous. The young men who bind themselves to it find it at times almost too irksome to endure. Yet of the value of the training there can be no question. It induces all the habits of the trained critic; it is the best possible preparation for supervision of English teaching.

Prof. Carpenter's criticism was severe but thoroughly appreciative. It led to his being called, in 1891, to the Institute of Technology, where he practically organized an English department. Before his time men had gone out from the institution admirably trained in their specialties, but in many cases almost untrained in the use of their mother tongue. Now all that has been changed. They leave after a rigorous study of sentences and paragraphs as is allotted to the young men at Harvard or Columbia.

The ability which Prof. Carpenter had displayed in the organization of his department at the Institute of Technology

called the attention of Columbia university to him, and in 1894 he received a call to New York. He entered upon his duties at Columbia with a clear idea of what he wanted to accomplish and he has been eminently successful. Many of the best features of the Harvard system he has adopted, while rejecting others that seem to be less desirable. One part of his task has consisted in getting into close relationship with the schools which feed Columbia. Instead of the traditional examination for admission, candidates for admission to Columbia may present volumes of their written work, properly certified to by their principals. Thru examination of this bulk of manuscript Prof. Carpenter gets material for criticism, not only of the individual pupil, but of the methods employed in the school which sends him.

Much of Prof. Carpenter's best thought has gone to the question of secondary school education in English. He does not fall into the error of supposing that the schools have all these years been doing nothing, and that it is on account of their inefficiency that students come up to college unable to spell, punctuate, and paragraph. He knows well enough that the home is the natural school of language. Yet he holds that the schools can do a great deal, and that only thru constant efforts in the elementary and secondary schools can home conditions favorable to good English be established.

It was as a tentative effort at a common sense teaching of English that he brought out, in 1895, his "Composition and Rhetoric," and in 1897, his "Elements of Grammar." Both books are written in a simple, natural way, and both have gained deserved popularity. Besides these text-books, Prof. Carpenter has acted as editor for the series of English classics which The Macmillan Company publish.

The American Book Company Makes Additions.

For the past few years the American Book Company has been pursuing the policy of constantly enriching its list of publications in the direction of high school and college work. It has made connections with important authors and has been developing its plans constantly to meet every demand for secondary and higher education.

When, therefore, Harper & Brothers, in their recent reorganization, found it expedient to part with their high school and college text-books, the American Book Company saw an excellent opportunity to make a long stride in the direction in which their plans had been trending for some years, and, accordingly, purchased the entire list.

The books thus secured from Harper & Brothers number about four hundred titles. They include important works in literature, history, mathematics, natural science, and ancient and modern languages. A large number of these are well known to scholars and specialists throughout the country, and have been in publication for some years. These are works of standard excellence, which are practically without competition in this country. There is also the very widely-used and approved Rolfe's Shakespeare in forty volumes, annotated for school use and special study, and other English classics similarly edited. Then there are some twenty Latin, Greek, and classical dictionaries, which are monuments of critical study and are unrivaled in their respective fields. The Student's History Series, containing some thirty volumes, is well known in higher schools and to special students of history.

Among the recent works brought out by Harper & Brothers, which have had immediate indorsement of the best scholars and have enjoyed wide use among the best secondary schools of the country, are Hill's Rhetorics, Phillips & Fisher's Geometries, Ames' Physics, Buehler's Exercises in English, and there are other still newer books which promise equally well.

An important consideration to the American Book Company in this purchase, as furthering their general policy in this line of publication, was the acquisition of a large number of books soon to be published, written by many of the best known men in leading colleges and universities.

Doubtless the change will be welcomed by the public since it will be a distinct advantage to schools and colleges to have these books furnished by a thoroly-equipped, text-book house, devoting its energies solely to the business of educational publication, and closely in touch, thru its numerous depositories and agents, with the institutions of learning throughout the country.

In this connection a word or two about the history of the house of Harper & Brothers may be interesting. It has for eighty-two years been among the most prominent publishing houses of the western continent. It was largely responsible in the early years of the century for making New York into the publishing center of the country. The founders of the firm were James and John Harper who, in 1817, issued 2,000 copies of "Seneca's Morals." Their second book was a volume of Locke's "Essay Upon the Human Understanding." The business grew

rapidly with the publication of Harper's Family Library and other standard works. The business has been in the hands of members of the Harper family for three generations.

In the Interest of the Author.

The Society of American Authors has undertaken to combat the present postal rates on authors' manuscripts. Such matter is regarded by the post-office as personal correspondence and is charged at letter rates. To the 20,000 men and women of the United States who make their living by their pens the question is serious. Frequently manuscripts have to be sent to several publishing houses. In any case the burden of sending and securing a return is upon the author. When, however, an article is accepted and the publishers return it for proof reading, it can travel for one quarter the rate of postage borne by the unaccepted manuscript.

The Catholic Trade.

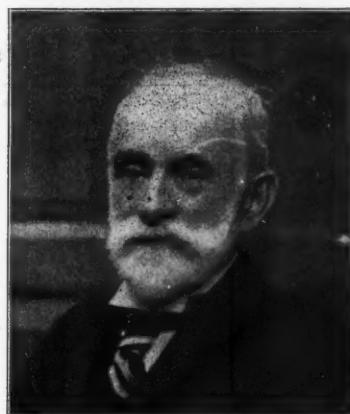
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"Our Catholic trade is large, all along the line, and we are very proud of its development. The church authorities, so far as we have dealt with them, always take or reject a book upon its merits; there is no political jobbery about it. There is little expense in introducing the books; wire-pulling is quite out of the deal. Those who have the matter in charge never haggle about terms. All told, it is business of the sort we like to cultivate. We can only wish that the authorities in charge of ordinary public and private schools were always as simple and direct."

Honoring the Memory of Mr. Maynard.

We print here a portrait of Effingham Maynard, the well-known book publisher, who died on Nov. 19, at Saratoga. Mr. Maynard had been staying in Saratoga for some months. About the middle of September last he suffered from a stroke of apoplexy, and since that time he has been in failing health. His home in New York was at No. 286 Lexington avenue. As president of the Maynard, Merrill Company, Mr. Maynard was one of the most influential publishers in the country.

Out of respect to the memory of their late associate, Mr. Effingham Maynard, representatives of a number of the leading school-book publishing houses met in the library of the Aldine



Association, 111 Fifth avenue, Tuesday afternoon, Dec. 12. There were present Gen. A. C. Barnes and Gilman H. Tucker, of the American Book Company; William W. Appleton, of D. Appleton & Company; Edgar Silver and Frank Beattys, of Silver, Burdett & Company; Charles Wiley, of John Wiley & Sons; G. A. Plympton, of Ginn & Company; Charles Holt, of Henry Holt & Company; Major C. L. Patton, of the University Publishing Company; and W. E. Pulsifer, of D. C. Heath & Company. Letters of regret were received from J. B. Lippincott Company, The Werner Company, and Benj. H. Sanborn & Company.

General Barnes, George A. Plympton, and Charles Wiley were appointed a committee on resolutions. General Barnes, Gilman Tucker, and George A. Plympton spoke most feelingly of the characteristics which had endeared Mr. Maynard to all with whom he had come in contact.

lection, being influenced by no consideration except the merits of the productions. The latter way we have always found to be preferable. It is the only way to get the very best; and it is just the method which a city like Chicago could not pursue. The constant cry would be the protection of home industry. Chicago educators must be given the preference in the making of the books. The writer living in New York or St. Louis would necessarily be at a disadvantage. There is a strong civic sentiment that would make for protection of parochial interests. Now Chicago is a big place. So is New York. So is Boston. Yet it is my opinion that in none of these places is there talent enough to create first class text-books in all the subjects required by elementary and secondary schools. Not infrequently the man best qualified to make a certain book lives in some country village or university town. This is a big country, and the success of such a publishing house as ours depends upon our comprehending the length and breadth of the country. We have constantly to guard against becoming narrow and provincial. We publish, not for New York, or Boston, or Chicago, but for the whole United States, and if any man anywhere can write us a better book than the one we are now publishing we want to hear from him.

"You are probably aware that the scheme of state publishing has been given fair trial in California and that it has there proved to be an absolute failure. I have not the statistics by me, but if you will look them up you will find that the state of California pays more for its text-books relatively than any other state and that it gets a very inferior article."

A member of another publishing house who did not wish his name to be quoted said that he believed Chicago could make its own books a little cheaper than it now gets them but that they were certain to be of inferior quality.

"I am," he said, "in a general way in favor of the extension of municipal activities, but I do not believe that the publishing business is the best place to begin. Personal interest has nothing to do with this opinion, for in Chicago our books have almost no sale now, nor are they likely to have except in private schools. The point I would make is that Chicago had better learn how to conduct municipal enterprises first thru administration of its street railways and gas mains. Any community, like any individual, is bound to make mistakes while learning a business; and educational mistakes are, in my opinion, the very mistakes that ought to be avoided. The American city needs to learn to govern itself before the functions of government are enlarged. Neither New York nor Chicago could as yet properly conduct a large publishing business."

Among Publishing Houses.

The Doubleday & McClure Company is to become Doubleday, Page & Company. Mr. McClure will continue to publish the magazine and conduct the syndicate, but all the published and projected books of the concern will be taken in hand by the new company. The literary work of the firm will be in the hands of Mr. Walter H. Page, formerly editor of the *Atlantic Monthly* and literary adviser to Houghton, Mifflin & Company. He will be assisted by Mr. Henry Lanier, while the foreign interests of the firm will be attended to by Mr. James MacArthur, formerly editor of *The Bookman*.

Louis Prang, the venerable art publisher, has decided to retire permanently from his publishing interests. He recently put on sale all the original paintings which he has bought from time to time for purposes of reproduction. These included masterpieces from such painters as Elihu Vedder, Gaugengigl, Winslow Homer, Thomas Moran, and Frederick Dielman. Since 1897 when L. Prang & Company and the Taber Art Company, of New Bedford, were merged into the Taber-Prang Art Company, Mr. Prang has been training others to perform the duties to which he had so long attended. He carries into retirement the best wishes of a host of friends and admirers.

Several important changes in Appleton's *Popular Science Monthly* are to be noted. The price is lowered to twenty-five cents. The topics discussed are to be given a broader range. The philosophy of science, which has heretofore been a prominent feature of the magazine, is to give place to the facts and principles that apply directly to the concerns of everyday life. A third feature of the new departure will be the employment of distinguished specialists as writers on their respective subjects, who are able to present their ideas in a form suited to the general reader and whose names give what they have to say the stamp of accuracy and authority.

The newly organized firm of Earl Thompson & Company, of Syracuse, have issued a large catalog of their art reproductions. Their list of prints is very large and well arranged with special reference to illustrations of the history of art, general literature, and history as well as school-room and home decoration. Art is becoming a necessity in the school-room.

Our Text-Book Makers,

Professor Carpenter, of Columbia.

George Rice Carpenter believes in common sense teaching of English. He has somewhere said that "the habit of expressing oneself clearly and correctly is a perfectly simple one. Any boy can acquire it by the age of fifteen. If he does not, it is his father's fault."

Prof. Carpenter has had a large part in the conquest of Columbia by Harvard. That is to say, he is a natural leader among the young men whom Columbia a few years ago, feeling the necessity of an infusion of new blood, called over from the sister university in Cambridge. In no other department of university study has there been more marked an awakening



than in that of rhetoric and English composition; courses similar in scope to those at Harvard, and representing the Harvard methods of criticism, have been introduced, a spirit of practical literary workmanship has been fostered, and the whole tone of the Columbia English department has been modernized. One of the latest developments of the new Columbia spirit is the magazine *East and West*, which several recent graduates have established.

Prof. Carpenter's early education and environment were admirably calculated to bring out literary gifts. Born in 1865, he was brought up among the elms of Andover, Mass., in an atmosphere of lectures, Dante societies, and heresy trials. He was sent at the earliest possible age to Phillips Academy, where he led his class from start to finish. Most Andover boys, in those days, went to Yale; the drift toward Harvard did not begin until about 1890. Mr. Carpenter, however, was sent to Harvard, entering with the class of 1886.

One who knew him well in college describes him as physically the most indolent and mentally the most active man of his class. He was an excellent all-around scholar, and his work in English was so remarkable for its directness and strength that it early attracted the attention of the English department. Much of Prof. Carpenter's college work appeared in the *Harvard Monthly* and *Harvard Advocate*.

After graduation Professor Carpenter served an apprenticeship in English teaching at Harvard. The work of correcting themes, of both the daily and fortnightly variety, is arduous. The young men who bind themselves to it find it at times almost too irksome to endure. Yet of the value of the training there can be no question. It induces all the habits of the trained critic; it is the best possible preparation for supervision of English teaching.

Prof. Carpenter's criticism was severe but thoroughly appreciative. It led to his being called, in 1891, to the Institute of Technology, where he practically organized an English department. Before his time men had gone out from the institution admirably trained in their specialties, but in many cases almost untrained in the use of their mother tongue. Now all that has been changed. They leave after a rigorous study of sentences and paragraphs as is allotted to the young men at Harvard or Columbia.

The ability which Prof. Carpenter had displayed in the organization of his department at the Institute of Technology

called the attention of Columbia university to him, and in 1894 he received a call to New York. He entered upon his duties at Columbia with a clear idea of what he wanted to accomplish and he has been eminently successful. Many of the best features of the Harvard system he has adopted, while rejecting others that seem to be less desirable. One part of his task has consisted in getting into close relationship with the schools which feed Columbia. Instead of the traditional examination for admission candidates for admission to Columbia may present volumes of their written work, properly certified to by their principals. Thru examination of this bulk of manuscript Prof. Carpenter gets material for criticism, not only of the individual pupil, but of the methods employed in the school which sends him.

Much of Prof. Carpenter's best thought has gone to the question of secondary school education in English. He does not fall into the error of supposing that the schools have all these years been doing nothing, and that it is on account of their inefficiency that students come up to college unable to spell, punctuate, and paragraph. He knows well enough that the home is the natural school of language. Yet he holds that the schools can do a great deal, and that only thru constant efforts in the elementary and secondary schools can home conditions favorable to good English be established.

It was as a tentative effort at a common sense teaching of English that he brought out, in 1895, his "Composition and Rhetoric," and in 1897, his "Elements of Grammar." Both books are written in a simple, natural way, and both have gained deserved popularity. Besides these text-books, Prof. Carpenter has acted as editor for the series of English classics which The Macmillan Company publish.

The American Book Company Makes Additions.

For the past few years the American Book Company has been pursuing the policy of constantly enriching its list of publications in the direction of high school and college work. It has made connections with important authors and has been developing its plans constantly to meet every demand for secondary and higher education.

When, therefore, Harper & Brothers, in their recent reorganization, found it expedient to part with their high school and college text-books, the American Book Company saw an excellent opportunity to make a long stride in the direction in which their plans had been trending for some years, and, accordingly, purchased the entire list.

The books thus secured from Harper & Brothers number about four hundred titles. They include important works in literature, history, mathematics, natural science, and ancient and modern languages. A large number of these are well known to scholars and specialists throughout the country, and have been in publication for some years. These are works of standard excellence, which are practically without competition in this country. There is also the very widely-used and approved Rolfe's Shakespeare in forty volumes, annotated for school use and special study, and other English classics similarly edited. Then there are some twenty Latin, Greek, and classical dictionaries, which are monuments of critical study and are unrivaled in their respective fields. The Student's History Series, containing some thirty volumes, is well known in higher schools and to special students of history.

Among the recent works brought out by Harper & Brothers, which have had immediate endorsement of the best scholars and have enjoyed wide use among the best secondary schools of the country, are Hill's Rhetorics, Phillips & Fisher's Geometries, Ames' Physics, Buehler's Exercises in English, and there are other still newer books which promise equally well.

An important consideration to the American Book Company in this purchase, as furthering their general policy in this line of publication, was the acquisition of a large number of books soon to be published, written by many of the best known men in leading colleges and universities.

Doubtless the change will be welcomed by the public since it will be a distinct advantage to schools and colleges to have these books furnished by a thoroly-equipped, text-book house, devoting its energies solely to the business of educational publication, and closely in touch, thru its numerous depositories and agents, with the institutions of learning throughout the country.

In this connection a word or two about the history of the house of Harper & Brothers may be interesting. It has for eighty-two years been among the most prominent publishing houses of the western continent. It was largely responsible in the early years of the century for making New York into the publishing center of the country. The founders of the firm were James and John Harper who, in 1817, issued 2,000 copies of "Seneca's Morals." Their second book was a volume of Locke's "Essay Upon the Human Understanding." The business grew

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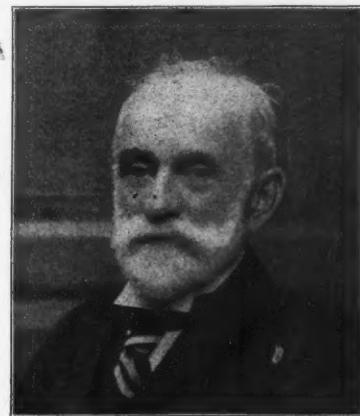
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Association, 111 Fifth avenue, Tuesday afternoon, Dec. 12. There were present Gen. A. C. Barnes and Gilman H. Tucker, of the American Book Company; William W. Appleton, of D. Appleton & Company; Edgar Silver and Frank Beattys, of Silver, Burdett & Company; Charles Wiley, of John Wiley & Sons; G. A. Plympton, of Ginn & Company; Charles Holt, of Henry Holt & Company; Major C. L. Patton, of the University Publishing Company; and W. E. Pulsifer, of D. C. Heath & Company. Letters of regret were received from J. B. Lippincott Company, The Werner Company, and Benj. H. Sanborn & Company.

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School Equipment.

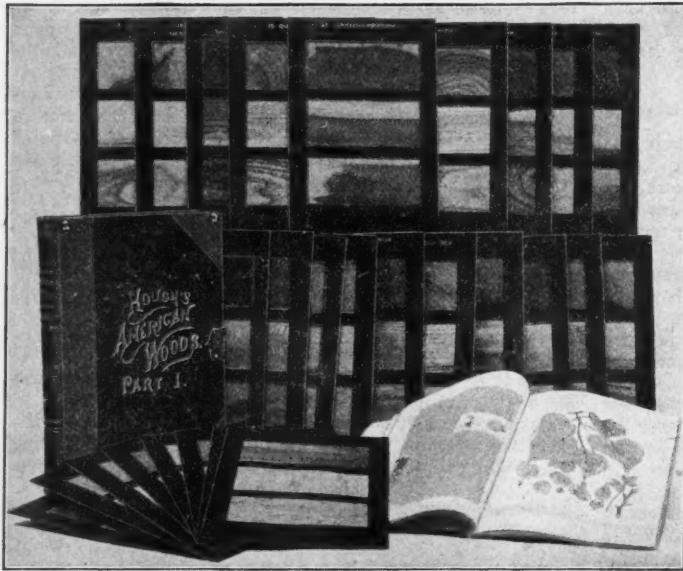
Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

Hough's American Woods.

The value of these preparations of characteristic American woods deserves to be generally recognized. Not only in botany classes, but in every sort of nature teaching, they may be employed with great success. They ought to form part of the science equipment of every school.

A word as to what they are may be in place. The collection consists of eight volumes of specimens of timber, beautifully mounted for purposes of illustration. The cuttings are very thin, in some cases almost transparent. Three views of each sort of wood are given; a transverse section, a radial section, and a tangential section. The specimens are numbered and classified, with both the botanical and the common names given. The German, French, and Spanish names are appended.

Language is inadequate to describe the decorative beauty of some of these woods. Their setting is such as to bring out the



marvelous designs that are contained in them—designs of the existence of which, in ordinary timber, most people have no notion. Fine lace is not more elegant than the tracery of the prickly pear, nor is rich damask so magnificent as the cuttings of dogwood.

Indeed these sections might well be put to use in art classes, as a basis of design. There is no doubt that, in a general way, the designs in nature are much more worthy of study by young students than the hackneyed examples of historic ornament. Specifically, these woods would furnish delightful motives for innumerable original designs and color schemes.

With each volume of *American Woods* goes a book containing scientific description of the specimens it accompanies. This contains matter which is of great value both for students of natural history and for general readers. It has keys based upon flowers, upon leaves, and upon fruit.

The series of *American Woods* is edited and published by R. B. Hough, Louisville, N. Y.

An Admirable Device.

Laing's Planetarium is a most admirably contrived instrument for illustrating the various motions and problems which present themselves in connection with the study of mathematical geography and elementary astronomy. It recommends itself at first sight by the simplicity of its mechanism. An instructor using it does not need to talk; the instrument speaks for itself. No progressive teacher of geography can afford to be without such a device. It is of use equally in the elementary and in higher schools. It assists in making clear all sorts of difficult problems relating to Diurnal Motion, the Ecliptic, Equinoxes, and Solstices, Seasons, Zones, Circle of Illumination, Apogee, and Perigee, etc. (See illustration on opposite page.)

The Planetarium has already met with the approval of leading educators thruout the country. Further particulars can be obtained from the Laing Planetarium Company, Chicago.

The Jupiter Pencil Sharpener.

Every progressive school needs a pencil pointing machine. There are a number of good machines on the market. The Jupiter can safely be recommended as one of the very best. It is high priced, but it will last a lifetime. It will sharpen any shape of pencil, short or long, thick or thin, round or angular, and as it collects its own shavings and graphite chips, the pencil is sharpened without any soiling of hands.

The cutting-wheel is made reversible, so that when one side becomes dull, the other side may be used,—after which use a new cutting-wheel can be supplied, or the old one sharpened, at small expense.

Like so many excellent devices, the Jupiter is "made in Germany." Favor, Ruhl & Company, New York, are the agents for America. In New England the J. L. Hammett Company, Boston, act as selling agents. (See illustration on opposite page.)

School Chairs.

It is astonishing how useful in the secondary school are these college chairs, with one broad arm on which to rest the notebook. In the laboratory or the school library they are invaluable. Once the peculiar property of the college and the Baltimore lunch room, they are now coming into general use in the secondary schools; and, indeed, there is no reason why the high school should not have the best. In small private schools where the pupils sit around the table, they have approved themselves as being very useful.

The designs shown on the opposite page are from the Andrews School Furnishing Company, New York.

A Model Boiler.

Thru an unfortunate omission in the number of December 2, in which special attention was given to the subjects of heating and ventilation, the magnificent boiler made by the Gurney Manufacturing Company, of Boston, failed to appear. It is called The Bright Idea Safety Water Tube Steam Boiler and is easily among the best of its kind. It is especially suited for large buildings. It is rather high-priced but, like many high priced things, cheap in the end. The very best workmanship has everywhere been displayed in its construction and it is warranted to last for years. (See illustration on opposite page.)

Inexpensive Pencils.

The school board committee of Milwaukee is about to award contracts for furnishing the schools with pencils. Two years ago the board decided to adopt some particular make of pencil, requiring all pupils to use that kind. Then they advertised for bids, the conditions being that the company which put in the best pencil for the least money should have the business. The experiment was successful. The pencils that used to cost the children five cents apiece are now sold them at two cents. The original contract, for two years, has now expired and fresh bids are being sent in.

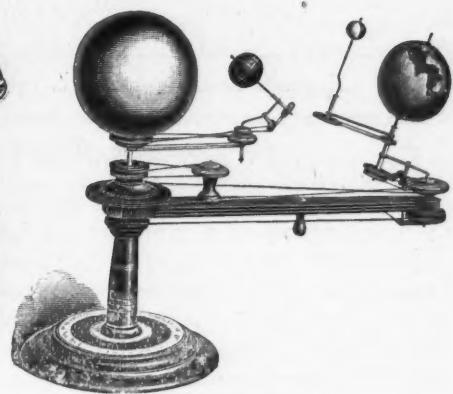
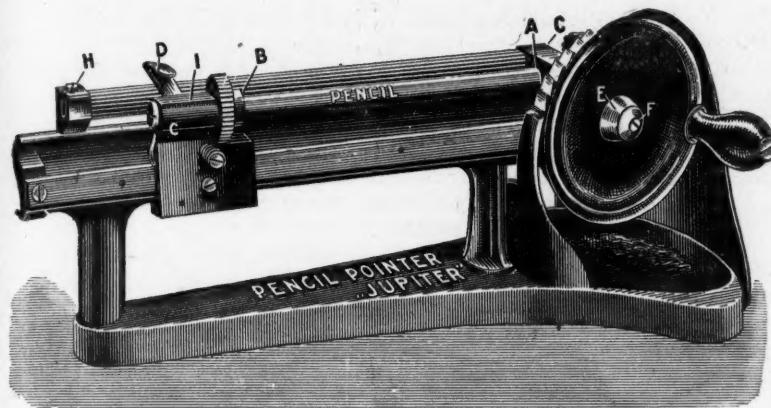
A Government Publication.

Attention is called to the fact that the Department of the Interior has recently published a wall map of the United States, prepared under the direction of the commissioner of the general land office, 4 feet 11 inches by 7 feet 2 inches in size, mounted on muslin and attached to rollers ready for immediate use. In addition to the features ordinarily characterizing maps of the country, on this are shown, by clearly defined boundaries, the several acquisitions of territory upon this continent by the government of the United States as determined by the latest investigations, together with all military, Indian, and forest reservations.

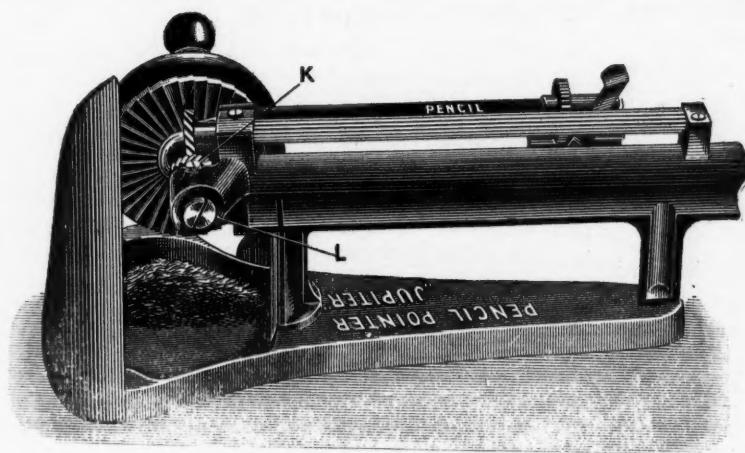
It is supplied by the department at eighty cents per copy, the cost of printing, mounting, etc. The law permits the sale of only one copy to any individual, but to schools and other institutions as many copies can be furnished as are desired for separate buildings or departments.

The department also publishes small maps about 2½ by 3 feet, unmounted, of the several states and territories in which public lands of the United States are located, which are sold at twelve cents per sheet.

All remittances in payment for maps should be by draft or postal money order made payable to the order of the Financial Clerk, Department of the Interior.



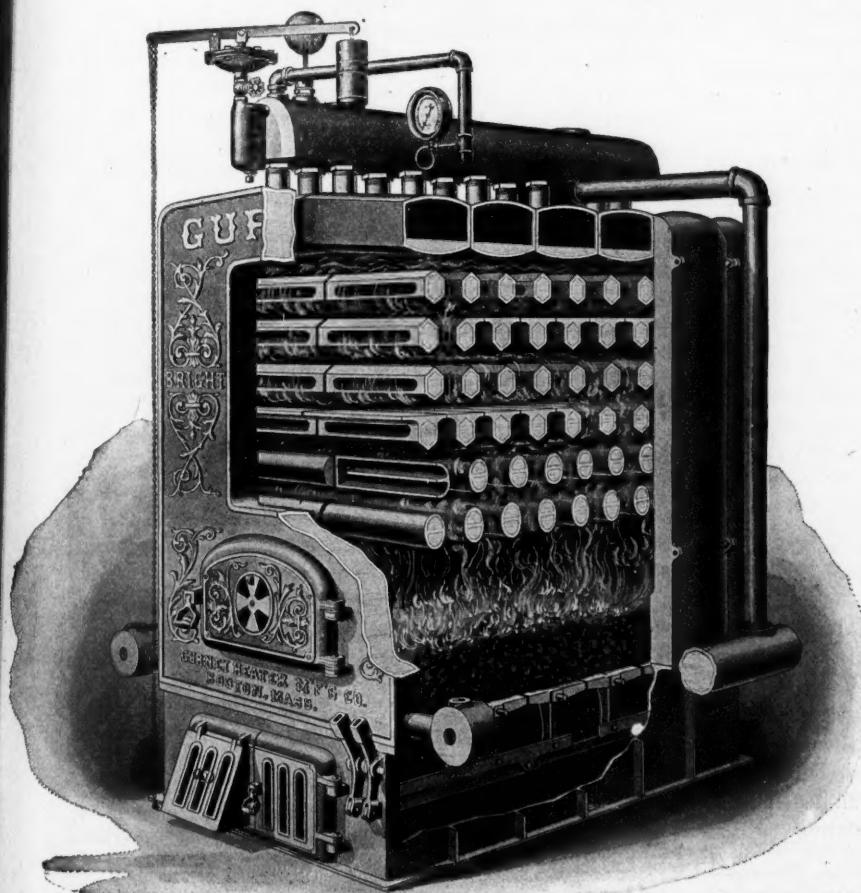
The Laing Planetarium.



The Jupiter Pencil Sharpener.



Lecture Chair.



The Bright Idea Safety Boiler.



[Lecture]Chair.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING JANUARY 6, 1900.

Exams and Certification of Teachers.

The indications are that, in this closing year of the century, a number of important and long-hoped for reforms will be established by educational statutes. Massachusetts is about to raise the requirements for admission to the teaching profession and to place the certification of teachers on a surer foundation. Concerning this matter of awarding state diplomas THE SCHOOL JOURNAL will have more to say in a later issue.

Most encouraging progress has been planned by State Supt. Charles R. Skinner that will tend to reduce the number of teachers' examinations. Provisions have been made at the same time to aid those teachers who are anxious to improve in their work, while such as are unwilling to study and advance will be compelled to seek other fields of labor.

In speaking before the New York State Association of School Commissioners at Syracuse Dr. Skinner said that in his opinion the time has come when we may advance the standard of qualifications prescribed for teachers and place the system on such basis as to relieve candidates from re-examination in any subject in which they have obtained the required standing, so gradually leading to a permanent certificate. It is therefore proposed to abolish all questions of the second and third grades and to base all examinations on the standard now required for certificates of the first grade.

Under the revised rules, which will take effect August 1 next, but one grade of questions will be used. For certificates of the third grade candidates will be required to attain 75 per cent. in all subjects in which they are now examined for that certificate. This will be issued for a period of one year, and the candidate will be entitled to a certificate of the second grade by attaining 75 per cent. in the four additional subjects now required for second grade certificates. A second grade certificate will be valid for three years, and the holder on attaining within three years a standing of 75 per cent. in the additional first grade subjects, will be entitled to a first grade certificate. This will be issued for a period of ten years, and on its expiration may be renewed without examination.

One of the most important provisions in the revised regulations will relate to qualifications of teachers in high schools and high school departments. There has been a general demand during the past two years for a special qualification for such teachers. The subject was under discussion at the State Association of Superintendents held at Glens Falls in October, 1896, and at Poughkeepsie in October, 1899. The proposed bill of the Superintendents' Association was made the basis of the regulations prescribed for high school teachers. These include the following qualifications for all teachers not employed in high schools of the state during the year ending August 1, 1901:

(a) A state certificate issued by the state superintendent since 1875.

(b) A college graduate certificate issued by the state superintendent.

(c) Graduation from a college approved by the state superintendent, and graduation from a pedagogical course in a college or university also approved by the state superintendent.

(d) A diploma issued on the completion of a classical course in a state normal school in this state, or in a state normal school of another state whose classical course has been approved by the state superintendent.

(e) A normal school diploma issued on the completion of a course in a state normal school other than the classical course, will be accepted for subjects included in the course completed by the person holding such diploma.

(f) A first grade uniform certificate and in addition thereto a standing of 75% attained in an examination under direction of the state superintendent in each of the high school subjects which such person is employed to teach.

Bona Fide Unification.

The statutory changes proposed by Gov. Roosevelt's committee for unification in the state oversight and superintendence of educational affairs in New York ought to be adopted without further delay. The plan as it now stands is really a *bona fide* unification scheme. The chancellor appointed by the governor will be more than an ornament of dignity—he will be the chief executive officer, with power to outline educational policies affecting all interests from the kindergarten to the university, and to select heads of bureaus. One individual is thus made responsible and accountable for results.

Mr. Frederick W. Holls and his associates on the committee deserve well the high compliment the governor pays them in his annual message. As soon as they saw the justice of the criticisms directed against their first, tentative plan, they abandoned that kind of unification, and agreed upon the simple, effective measure which, in Gov. Roosevelt's words, is "wholly free from political or partisan considerations and deserves the cordial support of all friends of public education."

The commission's plan, as made public by the governor on Jan. 4, contains the following provisions :

That, with the consent of the senate, the governor shall appoint a chancellor of the university who shall not be a regent, and who shall serve for eight years, his successor to be elected by the regents.

That five bureaus should be established in the State Department of Education as follows :

First—The Bureau of Public Instruction, including elementary and high schools and all public secondary schools.

Second—The Bureau of Higher Education, including universities, colleges, professional and technical schools, and also all schools under university supervision, not included in the Bureau of Public Instruction.

Third—The Bureau of Home Education, including libraries and museums.

Fourth—The Bureau of Law.

Fifth—The Bureau of Administration and Finance.

Each bureau is to be under the general supervision of the chancellor, but under the immediate supervision of the director thereof.

The regents are to have authority from time to time, in their discretion to make, alter, and repeal regulations not inconsistent with law, concerning the powers and duties of the chancellor and for the administration and government of each bureau.

The chancellor is to have authority in his discretion to provide for combining the educational administration of secondary

schools, but without affecting their supervision by the director of the bureau in which they are placed.

The chancellor is to appoint the directors of bureaus and subject to the approval of the regents, to fix their compensation; he also is to have authority to remove any director for cause.

The present superintendent of public instruction is to remain as head of public school systems until his term expires.

The present corps of workers in both departments is to remain in office. There is to be an age limit of seventy years for active regents, after which they shall not vote.

As regents die or resign, their places are not to be filled until the number of active regents is reduced to fourteen.

Who will be the Chancellor?

It is going to be no easy task to secure the chancellor who will set a high standard for the future. The state needs a man who has a firm grasp of university and college work, and is an acknowledged leader in the field of elementary education. An ideal appointment would be that of Dr. William T. Harris, the present United States commissioner of education. New York could place a higher financial value upon his services than the national government does, and that together with the unlimited opportunities for benefiting the cause of education ought to possess powerful persuasive qualities for our great commissioner. He is practically the only man whose leadership in *all* departments of education is unquestioned.

Next to him, the most desirable chancellor would be Dr. Andrew S. Draper, formerly state superintendent of public instruction, who is now president of the University of Illinois. His splendid work for elementary education in the state of New York entitles him to special consideration. He has been unusually successful also in the field of higher education. Moreover, as an executive officer he has no superior in the educational field.

If Mr. Roosevelt has the moral courage for which we give him credit, he will not be disturbed by any cry of the "home products" crowd. There is no doubt that there are a number of educators in the Empire state who are worthy of this high honor, but there is not one whose appointment would meet with such universal approval in educational circles as that of Dr. Harris or Dr. Draper.

Heads of Departments.

Dr. Charles R. Skinner will, of course, remain at the head of the department of public education, where he has proved an honest and efficient officer. He will have charge of all tax-supported schools. The bureau of law will probably be headed by Mr. Ainsworth, assistant state superintendent of public instruction. Mr. Melvil Dewey will continue to direct the bureau of home education, including libraries and museums, a work for which he has shown rare ability. This leaves heads to be appointed for the department of higher education and that of administration and finance.

The plan of individual instruction devised by Supt. John Kennedy, which has proved such an unqualified success in the schools of Batavia, N. Y., will be described in detail in THE SCHOOL JOURNAL next week. Superintendents and principals will be especially interested in this plan, and the many thoughtful members of boards of education who are subscribers to this periodical will also find it worthy of their attention. Supt. Kennedy is a clear-headed thinker with a long and enviable experience as an inspiring leader and safe guide of teachers. His experiment marks an important departure in the struggle for ideal school organization.

Before the recent meeting of the New York State Council of Grammar School Principals, State Supt. Skinner made a powerful plea for moral training and instruction in the schools which will long be remembered by all who were privileged to hear it. THE SCHOOL JOURNAL will print a report of it in the near future.

Notes by the "Observer."

An old New Yorker asked me the other day whether the boys spelled as well as they once did. He said, "You know that spelling was the principal thing we did when we went to school. Now they have drawing, manual training, singing, write stories, learning poetry, drawing maps, and it stands to reason they don't do as much studying of the spelling book." I told the enquiring friend that the best way to find out was to examine the papers of the boys in the highest class in the grammar schools; I have seen tens of thousands of these; besides I will take the opinion of a long time principal like B. D. Sutherland who says: "The boys spell a great deal better than they used to, judging by the papers they hand in."

Miss Grace Strachan (pron. *Strah-an*) has been appointed associate superintendent of schools in Brooklyn. She is a woman of remarkable ability. Her advancement from an assistantship in a Buffalo public school soon after her graduation from the normal school to her present place has been due wholly to her indomitable energy backed by a good knowledge of the theory and art of education, unusual executive power, and a keen judgment of men and measures. Her work in the Brooklyn training school was a success from the start. Her recent appointment has set a good many women teachers to talking. Whatever may be said, no one can doubt her eminent fitness for her place.

A principal of thirty years' service in the New York schools says that more money is spent each year by poor people on their children during the last half of December, "and more in foolishness." The amount that goes in this last way is probably great. In a class-room the teacher asked, "How should money be best spent for Christmas?" and before she could add "Supposing the family have no flour or coal," there came a chorus: "Buy candy."

A veteran principal who believes in pedagogy of the right sort says that he had a teacher ranking high on examination but failing completely in practical work. He had less than thirty boys in his class but could not keep them in order, nor interest them in study; they simply wanted to get away from him. There are a good many who doubt the value of pedagogy acquired wholly from books; they believe those who have acquired a practical knowledge of it in the school-room may be very much benefited by studying a book—and only those.

An interesting lecture is given by Josiah Flynt upon tramps. Mr. Flynt has devoted ten years of personal study to the matter, becoming a tramp himself in order to make a thoro investigation. In the course of his research he found boys living with tramps. This fact arouses questions that should interest teachers. Why are boys with these outcasts? Mr. Flynt concludes that the majority are entranced by stories they read in books and newspapers. There are tons of cheap books in circulation which describe the lives of tough men, detectives, burglars, outlaws, and villains. Of course these are made out to be heroes; they never work, they have plenty of money and wonderful adventures.

Many a boy of romantic turn of mind is led to confound right and wrong when the latter appears heroic. There are daily papers circulated by hundreds of thousands that ruin character thru presenting evil in an attractive guise. There are weekly illustrated papers that make the criminal a hero, and the commission of crime a brave deed. Against this literature the teacher should wage unceasing war.

The Busy World.

The South African Situation.

Since the middle of December the opposing armies in South Africa have been chiefly standing still. A brilliant success was gained by Gen. French, however, in the capture of the outposts of Colesburg, an important point for the British to hold if they carry out their proposed march to Bloemfontein. The present indication is that the British will await the arrival of Lord Roberts and Lord Kitchener, and then the march to the Orange Free State capital, by way of Colesburg, Aliwal North, or some point between them, will be resumed.

If this is done with tactical skill and sufficient force one of two things will happen—either the Boers will be forced to abandon the sieges of Ladysmith and Kimberley and hurry in to the defence of their southern capital, or they will be taken in the rear by the British. It is a physical impossibility for the Boers to fortify the whole line of the Orange river as they have fortified the crossings of the Modder and Tugela; and once across the Orange, upon the rolling plains of the Orange State, the British advance upon Bloemfontein would not easily be checked or even hampered.

The Food Problem in South Africa.

War has brought a tremendous change to two of the principal Boer cities, Johannesburg and Bloemfontein. The outlanders have fled, leaving the mines without a man to turn a wheel, or build a fire, or raise a pick. The backbone of the republics has been broken and the parts scattered over the world. Numbers of these miners have escaped by steamer. Still more, too poor to get out of the country, are subjects of charity in the cities of Cape Colony and Natal and have to be fed. Others have funds for a few days or weeks, but will in time have to be supported by the public. This is a country which does not produce enough food stuffs for its own people. Add to the natives the number of miners, and feeding becomes a serious question. Add to these the army, which is increasing daily, and the problem of supplying food becomes still more serious.

Up to this time goods have reached the Transvaal by way of Delagoa bay, but it is not supposed that they will long be permitted to enter. The two republics must then live on their own resources. Their crops are ready for the sickle, but as the men are all off to the war they cannot be cut. In the meantime the prices of food in the republics have gone up so far that the papers have ceased quoting the market rates.

New Cabinet Offices Proposed.

Two new cabinet offices will be created if the bills now pending before Congress become law. There is little possibility, however, of both being passed at this session, but the chances of one of them are excellent. One of them is Senator Frye's bill creating a department of commerce and industries. In the house the Western men are working for the creation of a department of mining. The indications are that they will have to be contented for the present with a bureau. The other bill has the hearty support of commercial organizations in all parts of the country.

The "Open Door" in China.

At the session of the cabinet on January 2, Secretary Hay announced that the negotiations with the great powers of Europe and Japan to secure a common understanding for an "open door" trade policy in China had been successful, and that favorable responses had been received from Great Britain, Germany, France, Russia, and Japan. A favorable answer is also expected soon from Italy. The London *Chronicle*, speaking of the matter, says: "It is a distinct diplomatic success for the United States government, and, in particular, for Mr.

Hay. It is also to some extent a guarantee against the dismemberment of China."

Strength of the French Republic Tested.

The prosecution of Republicans, Royalists, and Anti-Semites before the French senate still continues. One result of the trial thus far has been to show that the republic is in no danger. All that its opponents have been able to do thus far has been to show their impotence. The attempt of the Duke of Orleans to profit from a certain foolish sentiment of anti-Semitism—a sentiment born, bred, and encouraged by professional agitators whose whole business consists mainly in trying to set one-half of the nation at the other half's throat—has only strengthened faith in the republic.

France Encroaching on Liberia.

It leaked out recently that the United States cruiser Montgomery of Rear-Admiral Schley's squadron has been in African waters. This was considered more remarkable from the fact that the navy department had announced that, for fear of complications, no ship of the South Atlantic squadron would be sent to Africa. Now it is admitted that the cruiser lately visited Liberia. It is not believed that her mission was to secure a coaling station for the United States. A far more important step is said to be under consideration—the joint request by Great Britain and the United States for France to define the boundary between the territory she claims and that claimed by Liberia. For many years, it is alleged, France has been encroaching on Liberia, and it was only by the strenuous protest of the United States that she was prevented from appropriating a large slice of Liberia in 1892.

Leo's Successor Named.

It is said that Pope Leo, after the recent ceremony of opening the holy door, designated Cardinal Gotti, the famous Genoese monk, as his successor. Cardinal Gotti is now about sixty-four years of age; he has always lived the life of an ascetic, sleeping in a cell and on a hard mattress.

Boer Mission to America.

Altho Great Britain still counts strongly on American friendship, Boer agents in Europe profess to believe that sentiment in the United States is slowly changing in their favor, and it is proposed to send a special mission here to cultivate pro-Boer sentiments. Moreover they consider it advisable to offset what they declare has been a systematic campaign of John Hays Hammond, the American engineer, who was a member of the Johannesburg reform committee, to influence Washington opinion. They desire to affiliate themselves with no political party, but, by influencing public and political opinion, to secure at least an offer of mediation from the United States. Careful inquiries, however, have failed to find any circumstance to warrant the belief that such an offer, however made, would receive the slightest consideration.

Famine in India.

The horrors of the famine in India of two years ago are likely to be repeated this year on a still greater scale. Even in years of plenty a very large proportion of the 300,000,000 people of the peninsula are on the verge of famine. When the crops fail from drouth, as they have this year, vast multitudes are liable to die of starvation. It is said that 20,000,000 people in India are in want. The government is doing comparatively little; it is impossible to feed so many people on charity. Relief works are in progress at some points at which the hungry may find employment at road-making.

Thoughtful men explain the famine as the result of the improved protection thrown around life by British rule, which has raised the population of the country 100,000,000 in a hundred years. The English stopped the tribal wars and killed off plagues and wild beasts, the natural population checks, and more people are born than the country can support in years of drouth.

The Educational Outlook.

Jersey is Revising School Laws.

TRENTON, N. J.—The commission appointed to revise and codify the school laws of the state is still at work. It has been somewhat agitated by hostile criticisms, growing for the most part out of misunderstandings.

For instance, the idea has spread that all teachers will have to make annual contracts with their boards. Nothing of the kind is intended. The commission simply wishes to provide that contracts, when entered upon, shall be properly drawn up. It frequently happens that in some districts of the state the contracts are merely verbal and that in cases of dispute there is no written evidence to produce. Senate bill No. 197 provides that whenever a board employs a teacher a written record of the conditions of employment must be kept; if there is a contract for a definite term, this must be in writing. No board, however, is under any obligation to engage its teachers by the year.

Book Agents Barred Out.

MEMPHIS, TENN.—The school board of this city has been compelled to take measures to keep book agents away from the schools. Perhaps on account of general prosperity, they have this fall descended upon Memphis in unusually large numbers. Their first point of assault is always the school-house. They buttonhole teachers during recess time and sometimes even interrupt the work of classes.

The principals of the schools lately made a strong appeal to Supt. Gordon for the suppression of the nuisance.

The Needs of the Negro.

RICHMOND, VA.—The superintendent of education, in his biennial report submitted January 1, says that after an experience of thirty years he is forced to declare the education of the negro race a failure. Yet the state of Virginia expends annually nearly \$500,000 on the colored public schools. The matter is discussed at some length and the opinion of leading educators such as Booker T. Washington is quoted. The fault is said to be in the fact that the negro needs something more than intellectual training. The superintendent suggests that manual training be added as a part of the education of the negro. Such instruction it is said, would greatly add to the efficiency of both white and colored schools.

Gathering of Graduates.

The fifth annual meeting of the federation of graduate clubs was held in the theater of Barnard college, Wednesday, December 27. There were fifty or sixty young men and women, representing the post-graduate departments of all the leading American universities present.

In a brief address Pres. Low on behalf of Columbia university welcomed the delegates. He spoke of the assistance the graduate club was to the professors and he praised the devotion of a part of their recess to the discussion of questions of interest to advanced students. The report on the committee on migration presented by Allen H. Willett, of Columbia, treated of the facilities provided for students changing from one university to another, and urged a movement, to follow the German custom, of perfect freedom among the larger universities. Faulkner Lewis, Miss Elizabeth Faulkner, and Dr. Raymond M. Alden each made reports during the afternoon. In the evening Pres. Low gave a reception for the delegates at his residence.

Courses For Teachers.

ROCHESTER, N. Y.—In response to a request for instruction by which public school teachers could profit, the University of Rochester has decided to offer certain courses of study to teachers on the Saturdays of the coming winter term. The aim of these courses is two-fold: they will furnish opportunity for self-cultivation and for instruction in subjects and methods adapted to the practical work of teachers. The courses offered include work in English, the classics, mathematics, modern languages, service and indeed in all the departments of undergraduate work. The fee for instruction will be five dollars for each course pursued.

Teachers Rebuked.

BELLEFONTE, PA.—Teachers in this county cannot afford to be unpatriotic. At a meeting of the teachers' institute on December 21, a resolution to hold a memorial day exercise in the interest of the Curtin monument was voted down. They felt that the schools have holidays enough. But the matter did not end with the tabling of the resolution. By the public at large and by some of the teachers, it was felt that a direct insult had been perpetrated against the famous "war governor." Accordingly on the next day Senators Hemle and Fortney, of the Pennsylvania legislature, appeared before the teachers and made stirring appeals to their patriotism. The result was that their action of the day before was reconsidered and the original resolution passed by a two-thirds vote.

The Chromo Degree Abolished.

The faculty of the College of the City of New York announces that the requirements for the degree of master of arts have been changed. In the past, the degree has been given to any graduate

who presented a satisfactory thesis and gave evidence of having pursued a course of reading for two years. Under the new arrangement the candidate will have to do actual work at the college, attending lectures and recitations. He must take one major and two minor subjects for at least two hours a week over a period of two years. This is in line of the action of all the leading colleges. The so-called "chromo" degree is rapidly becoming a thing of the past, and any institution still issuing it is likely to be regarded as behind the times.

Philadelphia Notes.

PHILADELPHIA, PA.—Within the last few weeks the University of Pennsylvania has been the recipient of gifts amounting to \$250,000, of which \$200,000 is unrestricted while \$50,000 is devoted toward the new dormitory building in process of erection. The addition to the dormitory system which will be completed by August 1 involves an outlay of \$240,000 and affords room for 175 additional students.

City Treasurer McMichael has received a check for \$100,000 from State Supt. Schaeffer, on account of the state appropriation fund for schools of this city. This makes \$600,000 paid in, leaving a balance of several thousand still due.

W. Henry Parker, for thirty-nine years principal of the Ringgold Boys' grammar school, Philadelphia, is dead. He died during the demolition of the old Ringgold school to make room for a larger structure. Mr. Parker was a native of Philadelphia, receiving his education in the United States navy. Since 1849 he has been engaged in teaching. He was the first president of the Teachers' Institute, of Delaware county, founded in 1850, and he became well known in the educational world thru his connection as financial secretary, with the Teachers' Annuity and Aid Association. Personally Mr. Parker was a very agreeable gentleman, with much of that physical and mental uprightness which seems to be the birth-right of naval graduates.

The system of daily medical inspection of school-rooms will be put into operation in Philadelphia on Jan. 8. Upwards of 250 physicians have volunteered their services; the choice among them has not yet been completed. All the rules and regulations governing the work of medical supervision have been printed and sent out to the principals of schools.

New York City Notes.

The New York Society of Pedagogy is providing a rich program of lectures and class-room work. Announcements have been printed in this column from time to time. The dues are only two dollars a year, membership beginning on January 1. Schedules of privileges may be obtained of the financial secretary, Miss M. M. Hughes, 202 West 83d street. The lecture by Ossian H. Lang, at the Normal college, Lexington avenue and Sixty-eighth street, next Thursday afternoon at 4 o'clock is free to all teachers, to whom the N. Y. S. P. extends a cordial invitation to be present. The subject will be "A Course of Professional Study for Teachers." Miss A. Grace Gibson will continue her instruction on "Illustrated Blackboard Work" at the City college, on Wednesday afternoon. Dr. John Dwyer will speak on geography teaching on Monday, at the Mixed High School, and Prin. Joseph H. Wade, on "The Essentials of General Methods," at P. S. 6, on Tuesday.

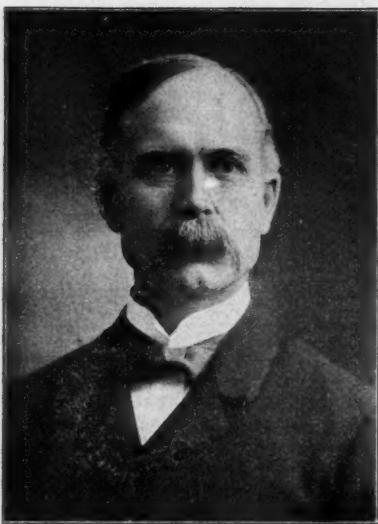
The second public meeting of the Society for the Comparative Study of Pedagogy will be held in the School of Pedagogy, New York university, Washington square, on the evening of Monday, Jan. 8. Mr. J. Liberty Tadd, of Philadelphia, will lecture on "Real Art and Manual Training Methods in Education." The lecture will be illustrated with specimens of work and with lantern slides. Admission will be by ticket only. A limited number of tickets are still on hand and will be distributed on application at the office of the School of Pedagogy.

The conference at the Prang Normal Art Class studio, 5 West Eighteenth street, at 2:30 P. M., Saturday, January 6, 1900, will take the form of a round table on "Design for Iron Work," and on the "Use of Water Colors." Mr. William C. Stimpson, of Pratt institute, a practical iron worker, will present the first subject. Miss E. A. Sargent and others will present for discussion some of the practical problems in the use of water color in the public schools. A large exhibit of children's work will be shown.

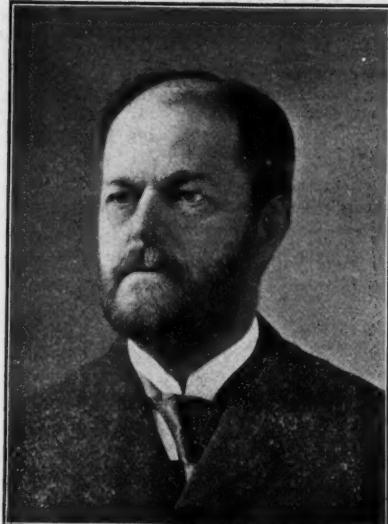
Two Sides of the Shield.

The present outlook for New York teachers is rather dark. A writer in the *Herald of Sunday*, December 31, has painted a most dismal picture of their sufferings in the past and of the future which lies before them. By the recent action recommending the abolition of special instruction in drawing, music, sewing, etc., New York is going to be put out of the educational race. The salaries are to be cut one-fourth. High school teachers are to be discharged. Night schools in the boroughs of Brooklyn and Queens are to be given up. The end of the free lecture system in the whole city is already in sight. Many teachers in Richmond and Queens have been served with notice of dismissal; similar notices are to follow in the other boroughs. Nobody in the employ of the board of education is now safe—unless he has a pull.

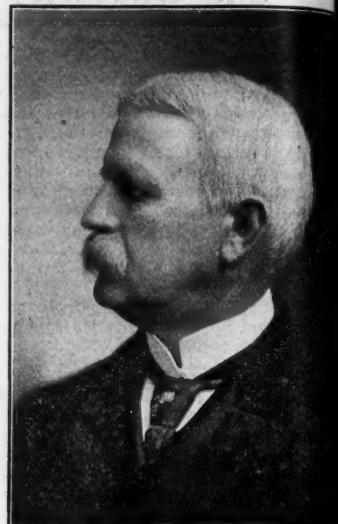
Now this may be all true, but again it may not. There is no doubt that these things appear to be imminent. But appear-



Andrew W. Edson.



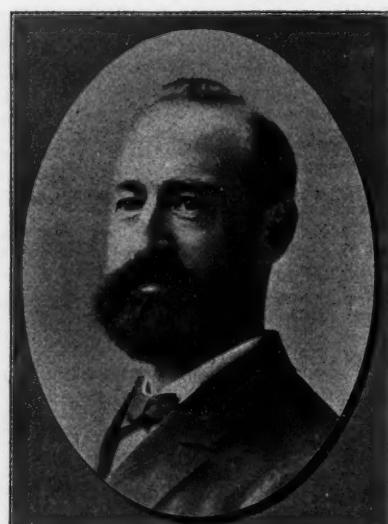
Henry W. Jameson.



Albert P. Marble.



Gustave Straubennüller.



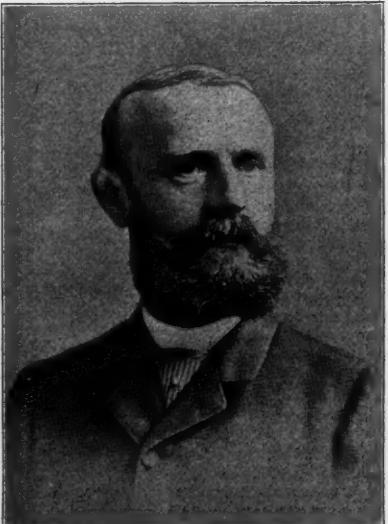
John Jasper.



James Lee.



Edgar Dubs Shimer.



Matthew J. Elgas.



James Godwin.

Supt. John Jasper, of the boroughs of Manhattan and the Bronx New York City, and Eight of his Fifteen Associates.

ances are deceptive. At all events there is no such consternation as would have arisen among the teachers if the cry of wolf were believed to have been genuine. The fact is that the teachers look to Albany for protection against any such wholesale cut as is threatened. It is well understood that they can get up there mandatory legislation which will render nugatory any adverse action down here. It is safe to assume that the schools of New York will be running a year from now, and that they will not have been shorn of all their modern improvements.

Meantime for the teachers whose salaries have been held up for four or five months great sympathy is felt. Theirs is really a serious case and it would seem that relief must soon be forthcoming.

It is gratifying to note that the effort to deprive the board of education of \$162,340, transferred to it from the public building commission, was defeated at the last session of councils, and the money will go to the schools where it is urgently needed.

December salaries and back pay will have to wait. Every check of every teacher, since the first of April last, must be looked up, arrearages determined and referred to the two separate funds from which school salaries are drawn. To work thus over the accounts of 6,000 persons is no slight matter. It is estimated that the salaries will be paid on or before March 1.

Chicago News Items.

There is an unpleasant possibility that the schools of Chicago may have to close their doors from lack of heat. A strike of teamsters is threatened and none of the school buildings has been carrying more than two weeks' supply of coal. Chief Engineer Waters is of the opinion that the trouble will be settled before anything serious occurs; yet the unpleasant possibility remains.

The list of school buildings, now in process of erection, which will be ready for occupancy during 1900 has been published. It includes twelve new school-houses and four additions. Most of these contain forty-eight class-rooms, with provision for physical and manual training, and with playgrounds on the roof.

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Interesting Notes from Everywhere.

According to State Supt. Stetson, Aroostook county, in the extreme northern part of Maine, has one of the best, if not the best, rural school building in the United States. "Think," he says, "of a country school-house fitted with steel ceilings, modern sanitary arrangements, scientific ventilation, slate blackboards, and all other kinds of conveniences, joined to perfect construction, inside and out!"

CANARSIE, N. Y.—There is likely to be considerable trouble over the appointment of a colored man as a teacher in School No. 114. William L. T. Buckley, Ph.D., is the man. The only accusation against him is his color. The other teachers declare they will not teach in company with a negro. Yet there is no doubt as to the qualification of Mr. Buckley.

CAMBRIDGE, MASS.—The Sisters of Notre Dame celebrated the fiftieth anniversary of their foundation in Massachusetts by an exhibition of the work of thirty-two New England schools. As it was a golden jubilee, yellow was effectively used in decoration. The work of 17,500 pupils was shown.

WILMINGTON, DEL.—Christmas exercises at school number 15 included the presentation of a picture of Col. Robert Mitchell Floyd, a graduate of the school. Col. Floyd, who has always been greatly interested in educational work in general and in that of school number 15 in particular, sent from his Boston home a telegram of regret at his inability to be present. Addresses to the pupils were made by Hon. G. W. Roberts and by Bishop Coleman, of Delaware.

ST. LOUIS, MO.—The board of education has been giving an exhibition of the work in drawing in the public schools at its assembly room. Every school in the city is represented and more than a thousand pupils have sent examples of their skill. The work is entirely original and all done from nature. The exhibition will continue for two weeks.

DOYLESTOWN, PA.—Secretary Wilson, of the department of agriculture, has visited the National Farm school at this place. He inspected its work and was greatly pleased with all that he saw. The farm school was founded about five years ago by Dr. Joseph Krauskopf. It gives a four years' course of instruction in practical agriculture. The plant is now valued at \$160,000.



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Ex 3 Virgin, Infant Jesus and St. John.	Ex 17 Shepherdess Knitting, Millet.	Ex 31 The Good Shepherd, Plockhorst.
	Ex 18 Feeding Her Birds, Millet.	Ex 32 Angel Heads, Sir Joshua Reynolds.
Ex 4 Sistine Madonna, Raphael.	Ex 19 Horse Fair, Rosa Bonheur.	Ex 33 Pharaoh's Horses, Herring.
Ex 5 Madonnas of the Chair, Raphael.	Ex 20 Song of the Lark, Breton.	Ex 34 Christmas Chimes, Blashfield.
Ex 6 Madonna Grandiosa, Raphael.	Ex 21 Madonna and Child, Raphael.	Ex 35 Hosea, Sargent.
Ex 7 Madonna di Tempio, Raphael.	Ex 22 The Shepherdess Dagnan Bouvier.	Ex 36 Isaiah, Sargent.
Ex 8 Madonne of the Harpies, Andrea del Sarto.	Ex 23 The Shepherdess Lerolle.	Ex 37 Prophets, Sargent.
Ex 9 Holy Night, Correggio.	Ex 24 By the River, Correggio.	Ex 38 Prophets, Sargent.
Ex 10 Aurora, Guido Reni.	Ex 25 Arrival of the Shepherds, Lerolle.	Ex 39 Can't you talk ? Holmes.
Ex 11 Mater Dolorosa, Guido Reni.	Ex 26 Baby Stuart, Van Dyck.	Ex 40 Mother and Child, Bottenhausen.
Ex 12 Four Kittens, A. am.	Ex 27 St. Anthony of Padua, Murillo.	Ex 41 St. Cecilia, Naujok.
Ex 13 Oxen Going to Work, Troyon.	Ex 28 Queen Louise, Richter.	Ex 42 Madonna, Ferruzzi.
Ex 14 Angelus, Millet.	Ex 29 The Christ, Hofmann.	Ex 43 Lost, Schenck.
		Ex 44 Countess Potocka.
		Ex 45 The Brook, Walter Sargent.

Educational Trade Field.

(Continued from page 15.)

It is a matter of general regret that by the closing of the educational department of Harper & Brothers Mr. H. D. Newson, the manager of that department, is, for a time at least, without employment. Mr. Newson is widely known in educational circles throughout the country and enjoys the respect and esteem of every one to whom he is known. He has been in charge of the department for nearly ten years, during which time it has made substantial advancement. He has shown great enterprise and skill in the selection of authors and in the publication of new works. The list has constantly increased and the books published since he took charge of the business have been uniformly of a high order of merit and have achieved substantial success in the best schools. His plans were comprehensive and progressive, and the standing of the recent issues of the house are a tribute to his business sagacity.

It is to be hoped Mr. Newson will establish favorable business connections very soon, where he will have full scope to exercise his unusual qualifications.

The Leyland liner Winifredian, on her last trip from Boston, carried a large shipment of books from D. C. Heath & Company. This firm has normally a good trade on the other side, its modern language series being especially popular. Just at present, however, the demand upon the company's resources is unexpectedly large on account of the fire of December 8, which brought disaster to a large section of the publishing district of the West End of London. Within twenty-four hours after the receipt of the news of the fire, D. C. Heath & Company had a large shipment of goods ready.

The Esterbrook Steel Pen Company have been awarded a silver medal and diploma by the Franklin Institute in connection with the National Export Exposition at Philadelphia, "for pens of uniform superior quality, great durability, and large variety to suit the requirements of all writers."

Mr. J. T. Wetherald has retired from the well-known newspaper advertising firm of Pettingill & Company. Mr. Wetherald has been connected with the firm for sixteen years, during twelve of which he has been a partner. His reason for retiring is that he has become financially interested in several pro-

prietary medicines. For a long time he has had sole charge of the advertising end of the Lydia E. Pinkham Medicine Company and he has lately assumed the direction of Vinol, a popular form of cod liver oil. Mr. Wetherald has made thousands of friends among publishers and all wish him success in his new enterprises.

Mr. Sedgwick Mather, one of the New York representatives of the firm of Allyn & Bacon, has just recovered from an operation for appendicitis and has been ordered South for a few weeks, in quest of health.

Mr. John Allyn, head of the same firm, is in Europe, where he will remain until March 1.

One feature of *Graphite* for November is a picture of Dixon's epigram-smith, Mr. Sam Mayer. Mr. Mayer states that his initials do not correspond to the marks S. M. on the Dixon pencils, "Soft Medium." He is neither soft nor medium.

The A. W. Elson Company, of Boston, have opened a large and spacious art gallery at 14 West 29th street, New York. For their opening day on Dec. 16, they issued cards and to every one who presented one of these they gave a fine Elson print. The company have published connected series of Greek, Roman, and Egyptian art reproductions and will soon issue a series on the Italian Renaissance. Of especial patriotic interest are the "Makers of our Nation," portraits of some hundreds of distinguished Americans.

How popular the Perry Pictures have become is evinced by the number of teachers who go on Saturday thru the new art rooms of the Perry Company on Fifth avenue. The catalog and pictures are all on exhibition and they are enjoyed by large numbers of teachers and others interested in art.

Geschichten vom Rhein, by Menco Stern, is a collection of stories beginning at the sources of the Rhine and following continuously the course of the river to its mouth. The book will give young students of the German language an excellent appreciation of the myths and legends which make the Rhine the dearest to romance of all the world's rivers. The stories are delightfully told and the few pen-drawings which illustrate the book are so good that one could wish there were more. There is a carefully prepared vocabulary. (The American Book Company.)

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TEXT-BOOKS.

TITLE.	AUTHOR.	PP.	BINDING.	PRICE.	PUBLISHER.
La Tulipe Noire	Edgar Ewing Brandon	156	Cloth		American Book Company
First Steps in Reading	G. A. Alexander	120	Board		Central School Supply House
Stories of Insect Life	Mary E. Murtfeldt, Clarence Moores Weed	72	Cloth		Ginn & Co.
Little Wanderers	M. W. Morley	107	"		" "
Ways of Wood Folk	Wm. J. Long	205	"		" "
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The Successful Man of Business	Benjamin Wood	208	"	Brentano's
The Choice of a College	C. H. Thwing	32	Board	T. Y. Crowell & Co.
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The Land of Rainbow and Palm	W. H. Fitchett	361	"	Charles Scribner's Sons
Music and the Comrade Arts	A. S. Twombly	384	"	Silver, Burdett & Co.
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Notes of New Books.

It has been apparent that a greater interest is felt in having the school building a worthy one, and many of the later erections exhibit fine architecture. It must be admitted, however, that there is a sad lack of taste in many of them; the effort has been to make something that should be striking, at all events. A volume entitled *Modern School Buildings*, by Warren R. Briggs, discusses the important questions arising in connection with this subject in a very enlightened manner.

Mr. Briggs calls attention to the vast sums of money expended for school buildings in this country, and to the fact that such constructions have not kept pace with the progress of education. Certainly the style of architecture is wanting in harmony and elegance in most instances, but there are heavier charges brought by the author. He declares that scarcely a building is erected that comes near fulfilling the requirements; that the planning, construction, lighting, heating, and ventilation are defective. For example, the window surface should be one-fifth of the floor space, and yet actually it is often one-eighth, one-tenth, and even one-seventeenth! Again, the windows are often located directly in front of the pupils; a \$20,000 school-house is cited where six large windows faced the pupils for six hours of the day.

The ventilation of school buildings is a matter that has cost little thought except in modern structures. But the interests at stake are so great that this point, as well as the lighting, will be considered first rather than the outward show.

A number of buildings are exhibited and floor spaces shown and suggestions made for rendering the school-house suitable for the purposes intended. The author has considered the subject broadly and declares that the ordinary architect is not sufficient for these things; that a specialist must be employed. Few architects know that 400 to 450 inches of glass in the windows are needed for each pupil, or that 250 cubic feet of air are needed for each pupil, and 20 square feet of floor space.

The subjects of entrances, stairways, halls, closets, etc., are discussed with good judgment. The matter of water closets is one terribly neglected in all but a few city schools. What they are in the country it is distressing to consider. This will not be remedied until the parents inspect them, and this will eventually be done. If some of the women who are hunting for subjects on which to read "papers" before clubs would take this one up they would accomplish something really worthy. The writer attended a meeting of mothers in a kindergarten where the highest topics were discussed and the odors from the water closet most apparent, and yet they went away without protest.

A volume like this should be consulted by school boards when they propose to build; it is full of valuable suggestions. (John Wiley & Sons. Price, \$4.00.)

Science Sketches; Chemistry, its Evolution and Achievements. By Ferdinand G. Wiechmann, Ph.D. Starting with the origin of the name chemistry, the history of the science is traced very briefly, yet with the salient points clearly presented, from its beginnings to its present development. The important theories which have held temporary control are clearly shown, and the reasons which have led to new and better theories are carefully discussed. Each noted chemist has had a definite place in the progress of the science, and their combined labors have made chemistry a determining factor in preserving life. Nor is the work more than begun, for the future holds possibilities as yet only foreshadowed as in a dream. Not the least valuable feature is the mention of the most valuable treatises of the various noted workers in the science. (William R. Jenkins, New York.)

The Grade Spellers, by M. W. Hazen, M. A., consider first not the finer shades of meaning, the parts of speech, etc., but the use of letters to express sound; and the words should be grouped, therefore, always with reference to this basis. By grouping words according to sound the work of teaching is made as easy as possible. The first lessons are very simple and easy, and include only three words and one sound to be learned. To fix these words in the mind, they are given in type and script, and are used in a copying exercise and in a reading exercise. Thus sentence-spelling and word-spelling are pleasantly combined without the usual difficulty of using sentences containing many words too hard for the grade. The plan, the arrangement, and the grading combine to make the work embraced in these books delightful and easy for teacher and pupil. (Ginn & Company, Boston.)

First Lessons in English, by Albert Leroy Bartlett, of Haverhill, Mass., is an elementary language book. The author's purpose was "to have each part pure, bright, and interesting"

and he has certainly succeeded well. The lessons are carefully graded; each gives some new point and yet does not give so many new suggestions as to confuse pupils. In fact, it is just such books as this that teachers have been calling for these many years. (Silver, Burdett & Company, New York, Boston, Chicago.)

In a volume entitled *A Course in Expository Writing* an attempt is made to give a series of lessons on communication by writing; they begin with description and explain the process, giving examples. For example one lesson (p. 29) is: "Describe the way in which a black spot on the horizon resolves itself into detail as you approach." After descriptions the position of definition is taken up.

The value of the book to a teacher of composition cannot but be great. We have in it the effort of two instructors in English in Vassar—Gertrude Buck and Elizabeth Woodbridge—to put this kind of teaching on a solid basis; it is well known it stands almost alone as being taught in a most haphazard manner. The great problem is, How to Get Writing; the second, How to Criticise Writing, bears heavily on the first. There is a great value in the examples that are culled from a wide range of reading. Not only are examples given, which is easy enough, but comments are made, and questions asked that will set the student to thinking. To get a student to consider the form his expression takes is worthy the effort of the sincere teacher of composition, and this is what is aimed at from the beginning to the end. (Henry Holt & Company. \$1.00.)

Better-World Philosophy, by J. Howard Moore, is related in its subject matter to the "School Education" of Kidd, but in style the author shows himself a disciple of Carlyle. Lester F. Ward, of the National museum, has said of Mr. Moore's protest against what is,—"It has the true ring. It represents the profound and independent thinker that the author is. And I must say that I am in hearty accord with nearly every thought the book contains." Another scholar who investigates society as a biologic structure, Dr. David S. Jordan, of Stanford university, says, "I have read *Better-World Philosophy* with great interest. Its style is remarkably bright and its conclusions bold and striking. No one can read it without being helped, whether he agrees with every detail or not. The chapter on 'Blunders' is specially incisive and helpful, and the striking passages on page 209 should be considered by every student of social progress." (The Ward Waugh Company, Chicago. Cloth, \$1.)

The bright, singable songs of the Silver Song Series have just received a notable addition in "Number Four." This book, suited for the work of the fifth grades, is chiefly devoted to songs about nature. It is dotted with artistic illustrations suggestive of the winds, the evening star, birds, squirrels, the seasons, as well as out-of-door sports, school-house flag ceremonaries, etc.

The songs are selected, composed, and arranged by Leonard B. Marshall, the well-known school music instructor of Boston. His own compositions embrace some of his very best, and his selections comprise songs from Mendelssohn, Himmel, Franz Abt, Tyndale, Wenzel Muller, Mascagni, Chaminade, Arnould, Brahms, and others. Mendelssohn, however, gives the dominating note, and a fascinating sketch of the great composer occupies several pages of the book.

No song has been admitted which is not well worth the time required for learning it, and the prime quality insisted upon in the selection of these songs is that they be thoroughly melodious and interesting. They are not "study songs," and yet the ruling aim has been to present in this number, as in all the others of the series, such songs as the pupils of the grade for which the book is intended shall be able to sing independently of help from either instrument or teacher.

The songs of this series must exert a potent influence in emphasizing in the minds of children not only the treasures of thought contained in literature, but also the love of the



birds, the plants, the flowers and all the phenomena of the natural world. The songs song in childhood linger in the memory and are the means of gladdening and enriching the whole after life. (Silver, Burdett & Company, Boston.)

There is a general desire for a knowledge of the way to become rich, such as is furnished by the book on *The Successful Man of Business*, by Benjamin Wood. The book is the child of the author's vocation and avocation. It was born of a business experience gained during an association with the firm of N. S. Wood & Company, New York and San Francisco, and of the reading during leisure hours of world-renowned writers. Accordingly it is very largely composed of incidents whose occurrence cannot be questioned, and direct quotations whose sound philosophy cannot be impeached. The book has portraits of several successful business men, as John Wanamaker, Henry B. Hyde, Claus Spreckles, and others. (Brentano's, New York.)

A big St. Bernard puppy is the central figure in the story of *Bruno* by Byrd Spilman Dewey. The other main characters are a young man and his wife, whom this wonderful dog alternately appalls by his mischief and delights by his cute ways. All who love the dog will take delight in this well-told story. (Little, Brown & Company, Boston.)

The Story of the Treasure Seekers, told by E. Nesbit, relates to the adventures of the Bastable children in search of a fortune.

This is different from most stories and the young folks cannot fail to enjoy its novelty. There are several children in this interesting family and one of them is supposed to tell the story, but which one the reader is left to surmise. The illustrations are by Gordon Browne and Lewis Baumer. (Frederick A. Stokes Company, New York.)

Five hundred years ago a chronicler lived in France whose works have survived to the present day. The narratives of this quaint old historian have been put in shape that young people can understand in the *Stories from Froissart*, by Henry Newbolt. These include the battle of Sluys, the battle of Cressy, the siege of Calais, the battle of Poitiers, and other great historical events. Many fine illustrations adorn the volume. (The Macmillan Company, New York.)

If you have catarrh, rheumatism, or dyspepsia, take Hood's Sarsaparilla and be cured as thousands of others have been.

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It is a sealed compartment, in which one comfortably rests on a chair, and with only the head outside, may have all the invigorating, cleansing and purifying effects of the most luxurious Turkish bath, hot vapor or medicated vapor baths, at home for three cents each, with no possibility of taking cold, or in any way weakening the system.

A well-known physician of Topeka, Kan., E. L. Eaton, M.D., gave up his practice to sell these Bath Cabinets, feeling that they were all his patients needed to get well and keep well, as there is no medicine needed, and we understand he has already sold over 600. Another physician of Chicago, Dr. John C. Wright, followed Dr. Eaton's example, moved West, and devotes his entire time to selling these Cabinets. Many others are doing likewise.

Hundreds of remarkable letters have been written by the inventors from those who have used the Cabinets, two of which referring to

stimulating the sweat glands and forcing out by nature's method all the impure salts, acids and effete matter, which, if retained, overwork the heart, kidneys and the lungs and cause disease, debility and sluggishness. A hot Vapor Bath instills new life from the very beginning, and makes you feel 10 years younger. With the bath, if desired, is a

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better bath for all cleansing purposes, than soap and water. For the sick room its advantages are at once apparent. The Cabinet is amply large enough for any person. There have been

SO-CALLED CABINETS

On the market, but they were unsatisfactory, for they had no door and the steam would escape from the bath simply as a sheet affair to fall on and off over the head, like a skirt, subjecting the body to sudden and dangerous changes of temperature, or made with a so-called door—simply a slit or door to crawl through. Others were made with a bulky wooden frame, which the heat and steam within the Cabinet warped cracked and caused to fall apart, and soon became worthless.

After investigation, we can say that the Cabinet made by the Cincinnati firm, is the only practical article of its kind and we make no comparison. The makers guarantee it to be better, more convenient, more durable than others which sell for \$12.00 or \$15.00. This Cabinet satisfies and delights every user, and th

MAKERS GUARANTEE RESULTS.

They assert positively, and their statements are backed by a vast amount of testimony from persons of influence, that their Cabinet will cure nervous troubles and debility, clear the skin, purify the blood, cure rheumatism. (They offer \$50 reward for a case that cannot be relieved.) Cures women's troubles la grippe, sleeplessness, obesity, neurastenia, headaches, gout, sciatica, piles, dropsy, blood and skin disease, liver and kidney troubles. It will

CURE A HARD COLD

with one bath, and break up all symptoms of la grippe, fevers, pneumonia, bronchitis, asthma, and is really a household necessity. It is the most

CLEANSING AND INVIGORATING BATH
known, and all those enjoying health should use it at least once or twice a week, but its great value lies in its marvelous power to draw out of the system the impurities that cause disease, and for this reason is really a god-send to all humanity.

HOW TO GET ONE.

All our readers who want to enjoy perfect health, prevent disease, or are afflicted, should have one of these remarkable Cabinets. The price is wonderfully low. Space prevents a detailed description, but it will bear out the most exacting demand for durability and curative properties. Write to the World Manufacturing Co., 1063 World Building, Cincinnati, O., and ask them to send you their pamphlets and circulars describing this invention. The regular price of this Cabinet is \$5. Head Steaming Attachment, if desired, \$1 extra, and it is, indeed, difficult to imagine where one could invest that amount of money in anything else that guarantees so much real genuine health, vigor and strength.

Write to-day for full information, or, better still, order a Cabinet. You won't be deceived or disappointed, as the makers guarantee every Cabinet, and will refund your money, after 30 days' use, if not just as represented. They are reliable and responsible. Capital, \$100,000.00, and fill all orders as soon as received.

Don't fail to send for booklet, as it will prove very interesting reading.

This Cabinet is a wonderful seller for agents, and the firm offers special inducements to good agents —both men and women—upon request.

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We give below a list of the leading firms of publishers of school books and manufacturers of school supplies and equipment. This will be a great convenience to subscribers to THE JOURNAL in sending orders. On another page is given a directory of the leading text-books, carefully classified. In writing for circulars, catalogs, or other information, you will get special attention by mentioning THE JOURNAL every time you write.

School Book Publishers.

American Book Co., N. Y., Cin., Chicago, Boston, Atlanta, Portland, Or., Appleton & Co., D. N. Y. & Chi., Baker & Taylor Co., New York Barnes Co., A. S., Harper & Brothers, " Jenkins, W. R., Longmans, Green & Co., Macmillan & Co., N. Y. & Chi., Maynard, Merrill & Co., New York The Morse Co., Pitman & Sons, Isaac Potter & Putnam, " Scribner's Sons, Chas., Butler, Sheldon & Co., T. R. Shewell & Co., Prang Edu. Co., N. Y. & Chi., Sibley & Ducker, Boston, Silver, Burdett & Co., Thompson, Brown & Co., Boston Flanagan, A. Chicago Western Pub. House, Werner School Book Co., Lippincott Co., J. B. Philadelphia McKay, David, Sower Co., Christopher Williams & Rogers, Practical Text-Book Co., Milton Bradley Co., Ainsworth, F. F. & Co., Chicago Open Court Pub. Co., Chicago C. H. Nichols & Co., Springfield, Mass., Oxford University Press, N. Y., Scott, Foresman & Co., Chicago H. P. Smith Pub. Co., New York Oleott, J. M., N. Y. Holly Silicate Slate Co., N. Y. Book Slate Co., "

Charts.

Hammatt Co., J. L., Boston Silver, Burdett & Co., " American School Furniture Co., Chicago Potter & Putnam, New York Western Pub. House, Chicago Franklin Publishing Co., N. Y. C. Kellogg & Co., E. L., N. Y. Chicago Tuck & Sons, R., New York Williams & Rogers, Rock'st'r, N. Y.

Dialogs, Recitations, etc.

Penn. Pub. Co., Phila., Pa. Kellogg & Co., New York, Chicago

Music Publishers.

Ditson, Oliver & Co., Boston, N. Y. Novello, Ewer & Co., New York

Book Covers.

Holden Book Cover Co., Springfield, Mass.

School Furniture.

American School Fur. Co., Chicago Potter & Putnam Co., New York J. M. Sauder, Phila., Pa.

Dictionaries & Cyclopedias.

Appleton, D. & Co., New York City The Century Co., " Lippincott Co., J. B., Phila., Pa. Merriam, G. & C., Springfield, Mass.

Diplomas, Reward Cards, etc.

Ricketts, C. L., Chicago

Flags, Medals, Badges, etc.

Hammatt Co., J. L., Boston Am. School Furniture Co., Chi.

Gymnasium Apparatus.

Spalding, A. G. & Co., New York Narragansett Machine Co., Providence, R. I.

Kindergarten Material.

Hammatt Co., J. L., Boston Charles & Co., Thos., Chicago Schermerhorn Co., J. W., N. Y. Milton Bradley Co., Springfield, Mass.

Prang Edu. Co., Boston & N. Y.

Manual Training Supplies.

Chandler & Barber, Boston American School Furniture Co., Chicago Hammacher, Schlemmer & Co., New York

Records, Blanks, Stationery.

Phys. and Chem. Apparatus.

Hammatt Co., J. L., Boston Knott, App. Co., L. E., Boston Ziegler A. A., New York Kyn Sheerer, New York Elmer & Amend, " Bausch & Lomb, Rochester, N. Y. Bullock & Crenshaw, Phila.

Insurance.

Mass. Mutual Life Mutual Life Springfield, Mass. New York

Maps, Globes, etc.

Hammatt Co., J. L., Boston Am. School Furniture Co., Chicago Western Pub. House, " Oleott, J. M., N. Y. City Howell, E. E., Washington, D. C.

Pens, Pencils, and Ink.

Eagle Pencil Co., New York Gillott, Jos. & Sons, " Esterbrook Pen Co., " Favor, Ruhl & Co., " Dixon Pencil Co., Jersey City, N. J. E. Faber, New York. Carter Ink Co., Boston.

Pencil Sharpeners.

Hammatt Co., J. L., Boston Peckham, Little & Co., New York A. B. Dick Co., Chicago

School Supplies.

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Oleott, J. M., Providence, R. I.

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Minerals.

Howell, E. E., Washington, D. C.

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E. M. Perry, Malden, Mass. Herman Taylor Art Co., N. Y. J. C. Witler Co., " Brans Clement & Co., " Soule & Co., " W. H. Pierce & Co., "

Records, Blanks, Stationery.

Hammatt Co., J. L., Boston

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McShane & Co., Baltimore, Md.

Second Hand School Books.
Hinds & Noble, New York

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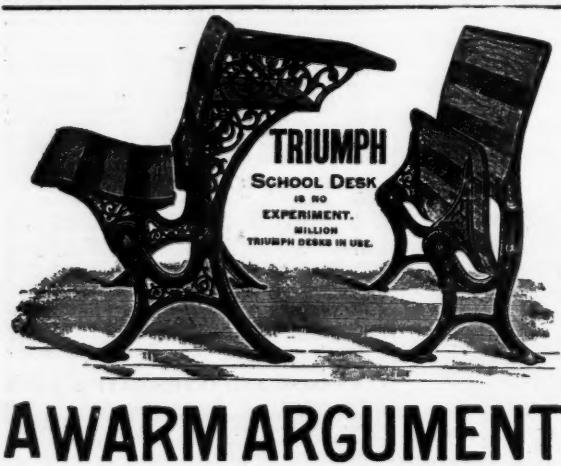
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NEW YORK AND CHICAGO.

[Entered at the N. Y. P. O. as second-class matter.]

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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (one hundred twenty-four pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Literary Notes.

The December Critic is handsome. The cover is of white paper and bears a bookish design in black and red, made by Everett Shinn. The same artist has drawn the frontispiece, printed in color, of Sir Henry Irving as Robespierre. Mr. Shinn made his sketches from life. Sir Henry is represented in the second scene of the second act, where he stands in the Place de la

Concorde to receive the homage of the mob. There are also published in this number the words and music of the famous Christmas song, "Cantique pour Noel." A portrait of Adolphe Adam, the composer, is given. Following this is a three-page-poem, "The Centuries to the Centuries," by Miss Edith M. Thomas. Next comes a clever and amusing sketch, "Cupid and the Lady Contributor," from the pen of Miss Katherine Pearson Woods. Following Miss Wood's sketch is "Concerning Literature," by Henry B. Hinckley in which the author reviews some recent books of "mere literature." An interesting article on "Sir John E. Millias' Life and Work" is illustrated with reproductions from that painter's brush.

Mrs. Mabel Osgood Wright is engaged upon a book for children which she will call *The Dream Fox Story Book* and which the Macmillan Company will publish early in the spring. It will follow in the successful series which already includes *Tommy Anne and the Three Hearts*; and *Wabeno, the Magician*.

Via Crucis was in its thirty-fifth thousand and when it had been published just thirty-four days.

Genivieve Tucker, M. D., author of "Mother, Baby and Nursery," contributes a practical suggestive article on the "Hygiene of School Life" to the December number of the *New Crusade*. Dr. Tucker tells at what age the child should enter school, what are the essentials of the hygienic school-room and school building, what exercise he needs both in school and out of it and many other topics, which parents as well as teachers should carefully consider.

Mrs. Alice Morse Earle's new book on "Child Life in Colonial Days" has gone into its second edition on the day of its publication. A large first edition was taken up some days before it was issued by The Macmillan Company. In this book Mrs. Earle has followed the same plan which she used in the companion volume on "Home Life in Colonial Days" namely that of vivifying the social life of the colonies by means of hundreds of photographic reproductions of what were in those days familiar objects of child and home life.

The books of the season really worth knowing about are discussed in the Eleventh Annual Book Number of *The Outlook* (December Magazine Number) under the three general heads: "In the Field of Fiction," "History and Biography," and "Books and Art," while the same issue contains also three personal literary articles, "Weimar and Goethe," by Hamilton W. Mabie; "Reminiscences of Thoreau," by an inmate of Thoreau's family, and "A Visit to Jokai," by Edward A. Steiner. All six of these articles are illustrated.

Richard Carvel is now in its twenty-third edition. Two hundred and sixty thousand copies have been sold since it was published June 1.

Theodore Roosevelt's *Cromwell*, which begins in the January *Scribner's*, is to be most abundantly illustrated. A corps of artists has been working in England for many months preparing the original drawings for this series. Among them are John Peixotto, Lucas, Shepperson, Frank Craig, and McCarter. The best collections of Cromwelliana have been put at the disposal of the representatives of *Scribner's Magazine*.

The Helping Hand Series, a Quarterly for December, is devoted to the work of the National Armenian Relief Committee. It contains interesting illustrations of Armenian children and youth. It is edited and published by Miss Emily C. Wheeler, Worcester, Mass.

"Unless the voice sounds cordiality, words are powerless; unless the voice attest self-confidence, protestations do not convince; unless the voice speak sincerity, the apology is useless. It is necessary that we should control the voice to a reflection of that phase of mind and mood which we desire to present. When we would convince people of our efficiency we must not permit a weak-kneed voice to stagger under the words. When our heart goes out in warmth and affection it can not get far in a brass-lined, iron-bound voice. Conciliation is vain when the voice rings defiance."

"The truth is that most of us are always talking thru a telephone. The honest will, the courteous intent, the high heart of courage, speaks clear and sweet and strong, but the muffled, wheezy, creaky, thin, unnatural, colorless result at our lips misrepresents us, and John doesn't, the dress-

You're Gambling!

It's too risky, this
gambling with your
cough. You take the
chance of its wear-
ing off. Don't!

The first thing
you know it will be
down deep in your
lungs and the game's
lost. Take some of
Ayer's Cherry Pec-
toral and stop the
gambling and the
cough.

"I was given up to die with quick consumption. I ran down from 138 to 98 pounds. I raised blood, and never expected to get off my bed alive. I then read of Ayer's Cherry Pectoral and began its use. I commenced to improve at once. I am now back to my old weight and in the best of health."—CHAS. E. HARTMAN, Gibbstown, N. Y., March 3, 1899.

You can now get Ayer's
Cherry Pectoral in a 25 cent
size, just right for an ordinary
cold. The 50 cent size is bet-
ter for bronchitis, croup, whoop-
ing-cough, asthma, and the grip.
The dollar size is best to keep
on hand, and is most economical
for long-standing cases.

Strong Bones

In speaking about Scott's Emulsion for children, you should not forget that it contains **lime** and **soda**, just what the child must have to form strong bones and good teeth. It's this forming time you want to look after.

Growing bodies must have an easily digested fat. Just think how much of it there is in milk, as cream.

Scott's Emulsion

is even more easily digested than cream. It's surprising how children thrive when given it.

Don't keep the children living on the edge of sickness all the time. Make them strong and rugged, plump and hearty. Scott's Emulsion of Cod-liver Oil and the Hypophosphites of Lime and Soda will do this for them.

At all druggists: 25c. and \$1.00.
SCOTT & BOWNE, Chemists, New York.

maker-man insists, and the business manager gives the other fellow the job.

"What can we do about it? The difficulty is almost always first a voice habit—a color the voice has taken on from some prevailing tint in our life. This is so with almost every one. This stain of the natural voice color is not voice individuality; it is a modifying of voice individuality, an obscuring of it. It is a habit—not a characteristic. It must be gotten rid of.—From 'The Every-Day Voice,' by E. V. Sheridan, in *Werner's Magazine* for December.

Picturesque Manila is a collection of sixty full-page reproductions from photographs and sketches of Manila together with characteristic scenes of the interior. Mr. G. W. Peters, the war artist of *Harper's Weekly*, has written the introduction and furnished several sketches for the book. It is published by R. H. Russell, New York.

Bird-Lore (The Macmillan Co.) for December announces the inauguration of a new plan in self-educational work which cannot fail to be of assistance to the many hundreds of bird students who are pursuing their studies with no other guide than a text-book.

An Advisory Council has been formed, composed of over fifty prominent ornithologists, residing throughout the United States and Canada, who have consented to respond to requests for information or advice. Students are thus placed in direct communication with an authority on the birds of their region, whose aid will materially simplify the problems which beset the beginner.

Concerning the destruction of the Terns or "Summer Gulls" of our coasts, the demand for which, milliners state, far exceeds the supply, a writer in *Bird-Lore* (The Macmillan Co.) for December remarks: "Aigrettes are decorative, quills difficult to identify, neither bespeak death, and ignorance may lead the most humane woman into wearing either. But with the Tern no such excuse exists, and the woman who places its always disgustingly mutilated body on her bonnet does so in deliberate defiance of the laws of humanity and good taste."

Laird & Lee have in press "Lee's American Tourist's Map of Paris," an accurate engraving (24x30 inches), in four colors, made especially for them and embodying all new streets, bridges, etc., that have been added, up to July 30 of this year, to the large nomenclature of the Parisian thoroughfares. Two useful and original features recommend this map. The first is that, under each of the 4,000 names the exact pronunciation is given in such a clear, easy manner as to enable any person, even one entirely ignorant of the French language, to ask his way intelligibly thru Paris. The second advantage of the map is the addition of a unique system that enables the reader to locate any street or point of interest he is looking for. All transportation lines by land and water are given, and systematically classified.

At the Albany station of the New York Central and Hudson River railroad there is an old man of the name of Booth, who is a gate keeper and calls out the departing trains. He is one of the most gentle and kind men in the world. He answers every question asked as pleasantly and patiently as if he were an angel, and you may rest assured that many thousands of fool inquiries are fired at him. In calling out the trains he does not shout in gutteral-doggerel-mutteral which nobody can understand. He never raises his voice, yet it is far-reaching, and his enunciation and pronunciation are so distinct that every word he speaks is heard. He is particularly good to women and children. This is a fair sample of his calling:

"The train for Schenectady, Fonda,

Amsterdam, Little Falls, Utica, Rome and all local points west is now in the station on track No. 3; it will leave in ten minutes."

After a minute he will again call out: "If there are any women with children here who wish to take the local train west they had better start now, to save all hurry and confusion. The train leaves in ten minutes."

Sometimes he calls out: "Be sure to get your handbags and parcels all together; do not forget anything."

So all the day long this gentle old shepherd looks out for the stray sheep, and I tell you, on a hot, tiresome day such thoughtfulness is appreciated by the wearied traveler. The only man in the United States who approaches him is the policeman under the car-shed in Columbus, Ohio. He is an angel in uniform.—*New York Press*.

Interesting Notes.

Lyddite Shells and their Effects.

It is stated that Gen. Joubert's protest against the use of lyddite shells by the British is not in accordance with international law, for that does not forbid the use of high explosives. The international convention in St. Petersburg in 1868 adopted the principle that the use of weapons which "uselessly aggravate the sufferings of wounded men or render their death inevitable" is contrary to the laws of humanity.

Consequently the nations represented there agreed to renounce the use by the army or navy "of any projectile of a weight below 400 grains (a little less than a pound) which is either explosive or charged with fulminating or inflammable substances." The magazine rifle, the machine gun, high explosives for artillery shells, mines and similar inventions for carrying on war are not legislated against, but solely the small explosive bullet, on the ground that the object of war is to disable the greatest number possible, but not to render recovery from wounds impossible, or to increase their severity.

What is lyddite? The high explosive thus called from the name of the small Kentish town and gunnery center where the experiments with it were made is nothing else than picric acid brought into a dense state by fusion. Picric acid is a bright yellow substance freely used in

peaceful industries for dyeing purposes. It is obtained by the action of nitric acid on phenol or carbolic acid. It burns violently, and, owing to the tremendous blast produced by the explosion, the destructive effect of a bursting shell filled with it is some eleven times greater than that of a shell filled with powder.

Common shells of forged steel filled with lyddite are used with six and nine and two-tenths inch breech-loading guns and with howitzers also with four to six inch quick-firing guns. All lyddite shells have percussion nose fuses, causing them to explode when they strike. The death-dealing effects of the projectile are due more to air-concussion than to the wounding effects of the flying fragments. In other words, in the case of a lyddite shell bursting in a group of men, the greater number will be killed, not by pieces of the shell, but by the blow of the suddenly compressed air.

New Process of Hardening Steel.

Thomas A. Edison, Jr., who inherits much of the genius of his father, claims he has invented a process of treating iron and steel by which their tensile strength and elasticity are increased to a degree which surpasses the Harvey and the Krupp methods. The treatment differs from the mode now in vogue in that the whole body of the iron and steel is penetrated regardless of its thickness. In this way the metal becomes densely solidified. Mr. Edison says that he will not confine his attention to armor plate, but will treat all kinds of steel for commercial purposes.

To Detect an Approaching Steamship.

A novel method of detecting the sound of a steamship's propellers has been invented by an Italian. He has made an apparatus which is a variation of the telephone. Several transmitters are submerged and arranged on land, or to point in different directions, all being connected with a receiver on board another ship. The direction in which the sound is loudest indicates the point of the compass in which the distant ship is to be looked for.

A Self-Propelled Balloon.

Some remarkable ballooning has been done in Paris lately by M. de Santos Dumont, a Frenchman. He has devised a balloon shaped like a cigar about sixty-five feet long and twenty-four feet wide, which has a basket attached to it. It is provided

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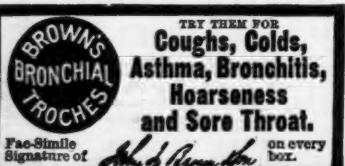
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Gutta Percha Scarce.

The announcement that Great Britain and France were about to lay two great ocean cables has set those in the gutta percha trade to wondering where the great quantity of that substance needed is to come from. The fact is that the inventor who can supply a substitute for gutta percha will make a fortune. A specialist has said that it would require two years to accumulate enough gutta percha for these two cables, not to say anything of the cable that the United States government proposes to lay to the Philippine islands.

Another "Grand Army" to be Organized.

A conference of influential men from various states was lately held at Washington and preliminary steps were taken toward the organization of a patriotic association of the soldiers who have taken part in the Spanish-American war—the objects being similar to those that have sustained the G. A. R. for the last quarter of a century.

Heavier Trains on the Railroads.

A quarter of a century ago the capacity of a freight car on the average railroad was about 20,000 pounds, and a locomotive then could draw only about twenty or thirty of such cars. To-day on the New York Central railroad, whose tracks run alongside the Erie canal from Buffalo to Albany, the capacity of the grain cars is from sixty to sixty-six thousand pounds, and a locomotive of the latest type will haul from seventy-five to ninety such cars loaded to the full.

Census of Cuba Completed.

Gen. Sanger announces that the Cuban census was completed on November 30. The tabulation of the returns of the enumerators will be begun at once in Washington. It is expected that this work will be completed by April 11, the date of the expiration of the year allowed by the treaty of peace for the determination of the status of the Spanish residents of Cuba.

China's Fast Boats.

China may be a slow nation, but she likes fast boats. The fastest cruiser in the world has just been completed by the Armstrongs for her, and the famous Schichan firm recently built her a torpedo boat capable of covering 35.2 knots per hour. This new cruiser is to be known as the Hai Tien, of 4,400 tons, and under natural draught will have a speed of 23.6 knots per hour, and under forced draught 24.1 knots per hour. At this rate she could cross the Atlantic in about four and one-half days.

Spain Will Not Part With Ceuta.

Senor Silvela, the Spanish premier, in answer to a question in the chamber of deputies, said the report of an alliance between Spain and Russia, based on the cession of Ceuta, the Spanish seaport town in Morocco opposite Gibraltar, was without foundation. The report that Russia was to secure Ceuta caused much concern in England because, with modern cannon, shells could be thrown to Gibraltar, fifteen miles away.

Laying Wires in Conduits.

Most of the electric wires in cities nowadays are laid in conduits underground. The most common way of getting the wire through the pipe has been to push a small rope from one manhole to the next by means of a long lath, and then to tie the wire to the rope and pull it through in that way. Now a Massachusetts man has invented a little automatic car to run through the conduits dragging a rope behind it. The car is run

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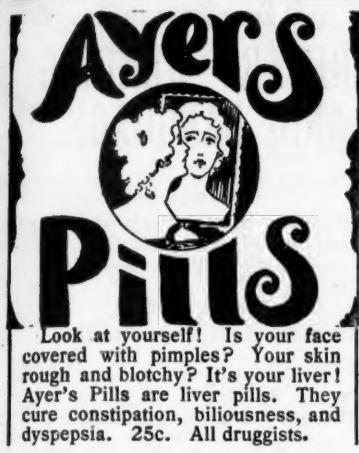
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Big Calcutta Tunnel.

Plans are being made for the construction of a tunnel under the Hooghly river at Calcutta. The river at this point is about thirty-six feet deep, and according to one of the plans the tunnel will pass twelve feet beneath the bed of the river. The length of the tunnel proper will be 6,875 feet.

Census of Alaska.

A census of the territory of Alaska is being taken by the United States government. The enumerators for southern Alaska will have an easy time, but the fourteen who will go to the portion north of the Yukon will literally take their lives in their hands, for they will go into regions where lawlessness prevails. Dog trains and sledges will be used and the enumerators will have to make long detours through uninhabited wilds to reach a camp here and there, made up of a mere handful of settlers.

Oom Paul and His Medicine Chest.

Perhaps one of the most unique characters to obtain wide distinction for a hundred years or more is old "Oom Paul," as the Boers affectionately call President Kruger. Oom Paul has notions of his own and is slow to adopt new ideas—especially bitter is he toward anything English. So when the various drug houses "sampled" the Transvaal Republic, the Boers were loath to try any of the "new wrinkles." But one day the United States consul was drinking coffee with the president, and "Oom" complained of severe brow ague and facial neuralgia. He complained bitterly that it interfered with his enjoyment of the pipe, Mr. Marcus, then consul, presented Mr. Kruger with a small sample box of Five-Grain Antikamnia Tablets,—after considerable persuasion Oom was induced to swallow two tablets—after about fifteen minutes the old gentleman felt so much relieved that he swallowed six more tablets. The consul explained to him that the proper way to take them, was one to two tablets every two or three hours. Since that day, the president's household has never been without its supply of Antikamnia Tablets. It is said that one of "Oom's" special marks of cordiality to a visitor is to offer a tablet, at the same time explaining its prompt and efficient virtues.

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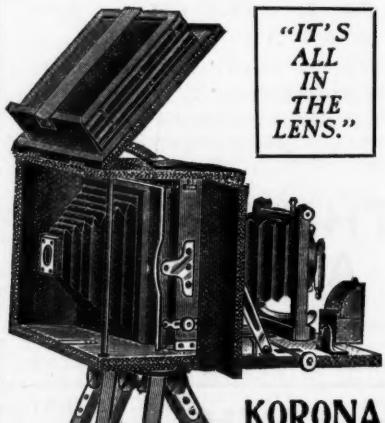
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